

TEACHER S'ALIENATION, THEIR MORALE AND PRINCIPAL S'
LEADERSHIP AND INSTITUTIONAL EFFECTIVENESS IN
DIFFERENT INTERMEDIATE COLLEGE ON THE BASIS
OF ORGANIZATIONAL CLIMATE

A
THESIS

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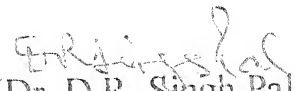
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CERTIFICATE

Certified that the present study entitled - "TEACHER S' ALIENATION, THEIR MORALE AND PRINCIPAL S' LEADERSHIP AND INSTITUTIONAL EFFECTIVENESS IN DIFFERENT INTERMEDIATE COLLEGE ON THE BASIS OF ORGANIZATIONAL CLIMATE" submitted by SADHANA AWASTHI at Bundelkhand University, Jhansi for the Degree of Ph.D. in Education completed under my supervision and guidance is her own work. The work done is her original contribution and is fit for submission for the Degree of Ph.D. in Education.

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DECLARATION

I hereby, solemnly declare that the present thesis entitled , "TEACHER S' ALIENATION, THEIR MORALE AND PRINCIPAL S' LEADERSHIP AND INSTITUTIONAL EFFECTIVENESS IN DIFFERENT INTERMEDIATE COLLEGE ON THE BASIS OF ORGANIZATIONAL CLIMATE", submitted by me for the Degree of Ph.D. in Education to the Bundelkhand University, Jhansi, is my own work and has not been submitted earlier. However, if anything contrary to this declaration is found later on, I shall be fully responsible for the consequences thereof.

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CHAPTER - I

INTRODUCTION

"In final analysis no subject is of greater importance than that of education. It is men and women in the country that make and build a nation and it is education that is supposed to build those men and women. The process of education, therefore, must help to build men and women suited to the age and tasks they have to perform."

Pt. Jawahar Lal Nehru

Human being is dynamic and progressive. Society is also an everchanging phenomenon. It cannot remain static and stereotype. The social structure is subject to incessant change, growing, decaying, finding, renewal, accomodating itself to the very variant conditions and suffering vast modifications in the course of time. Our society is, also undergoing transformation, as a result of which we have new tasks, new aims and goals before us. Hence, we have to re-orient education to achieve these goals. The goal before us is to build a new social order based on equality, liberty and justice. The role of the educational administrators and teachers in democratic system of education is very crucial. They have to act as friends, philosophers and guides of the students and help them to march forward to establish a new social structure.

In any educational institution, we have several interesting factors. The human factor consisting of the administrators, the teaching and ministerial staff, the students and their parents as well as the community and members of the board of management constitute one set of variables. The material resources consisting of the institutional equipment as well as those of the community and the government constitute another set of

variables. Methodology of teaching and the proper utilization of the available resources is still another a set of factor of all these, the administrative personnel is most important as they are the leaders in the whole of the educational process and upon their planning and initiative organization and direction, cooperation and coordination, the effectiveness of educational institutions and the efficiency of the personnel depends. Another important dimension of this variable, namely the teacher also plays a pivotal role in the teaching learning process as he makes a definite contribution towards the educational climate determined by how he is made to perceive the organizational goal and how he is motivated and prompted to organize the learning-situation. It is generally seen that in many situations he is not free to perceive and act as he likes. Similarly, the students function within a semi-structured life space whose boundaries are defined by the key figures in the educational administration.

Principal is, however, the pivot of any educational institution. His administration and behaviour is also influenced by his interaction with the students, teachers, management and various pressure group existing in the college environment and the values and beliefs held by the organization. Whatever may be their influences upon the principal, it is definite that the way he acts, will give uniqueness to the teaching-learning climate which ultimately affects the quality of education.

The behaviour pattern of an educational administrator, once developed in a specific situation under socio-economic and political conditions tends towards stabilization with the growth of years and experience, although the situation and the background tend to differ. All the same, the human being has a high sense of adjustment and can mould himself according to the demands of the situation. The behavioural trends,

thus, developed may not be very stable and co-extensive with the professional life of the leader but since they have developed, they play an important role, though temporarily.

The character of the modern world is such that leadership is not less but more necessary than ever before. It is the leadership of a particular kind that is required but it, nevertheless, involves the emergence of men and women with genuine authority and influence over their fellows. Problems which arise in colleges require adequate leadership to solve them. The patterns of leadership exercised in the field of army, politics and commerce are, now, being used in the field of education also.

One of the most important factors necessary for the success of any organization is the morale of its members. Among the factors creating morale leadership is perhaps the most important one. Only an inspiring courageous and devoted leadership can manage the staff as a team. It makes significant difference between success and failure. Much of the distrust of leadership arises from a false notion of what it implies. It must be based as far as possible on persuasion. The leader has to win by his special qualities the confidence and the respect of the members of the team.

The administrator who accepts the challenge of dynamic leadership performs all educational service which is vastly different from what is rendered by the administrator who is contented with maintaining the educational enterprise as it is. In the institutions where principal is strong and imaginative, morale is high and the college seems to be producing better results. Though a healthy atmosphere is not the work of any one man, yet, it is in itself a test of the success of administration.

In the words of J.W. Airan - "The myth has it that all this (life of a college) centres round the personality, the whim, the competence and

the incompetence of a single individual - the head of the college identified as the principal. The myth has grown stronger with the passage of time and has today become a reality. Whatever the formal constitution of the college, whatever the rules and regulations which either the university or the government may decree, the impact of the college on the minds of its students and on the life of the society it is called to serve, is determined by the vision and the temper of this one man for the time being.

Thus, the college principals administration or the styles of administration, college climate, teacher's morale, teacher's alienation and institutional effectiveness all seem to be related concepts. They seem to be factors that can be rationally conceived as interacting with each other. However, for the sake of developing a deeper understanding of each of these, it seems necessary to discuss them separately and in detail.

CONCEPT OF ORGANIZATIONAL CLIMATE :

Educational institutions differ among themselves in many ways. A teacher or an experienced principal can quickly sense or feel the individuality of an institution. Sometimes this individuality is called the "atmosphere" of the institution. Other popular labels for this are the tone of the institution, climate of the institution or the schools personality. This "atmosphere" or the "climate" of the institution is, no doubt, intangible. Much of the evidence of this however, comes from observation of behaviours of people in the institution. In one institution faculty members appear to be relaxed and at ease with each other. They seem competent and generate within us a sense of confidence. In another we find greater tension and the teachers show it in their faces, the manner of their speech and how they teach and supervise students. Some colleges are very noisy and "on edge" and often the teachers in these institutions shout a great

deal. In some colleges the principals seem to emphasize their authority and status, often stressing formality and correctness in dealing with others. In some colleges the relations among staff-members, between staff-members and the principal are much strained. All these subtle differences which characterize the psychological environment are the domains of organizational climate of the institutions. Argyris calls this the "living system" of the organizations. Analogously, Halpin states "What personality is to the individual, organizational climate is to the organization." Thus, one useful way of viewing and understanding colleges and possibly to direct and control them more effectively so as to achieve their goals is through the concept of organizational climate.

Organizational or institutional climate is said to be one of the important factors that affect the quality of education imparted in the colleges. A number of researchers have brought out its importance as one of the factors affecting students learning, teacher behaviours and their personality qualities such as their morale and alienation from college teaching and other work along with the effectiveness of the institution. Wright and his associates and Perkins have clearly brought out the significance of classroom climate as related to students' learning and development.

A number of researches have been conducted which demonstrate that the institutional climate is related to several aspects of college life such as leadership, institutional ideologies, student and teacher characteristics. In the study made by Hall organizational climate was found to be related to the leadership of the college principals. This study tended to show that the climate of an organization is very a function of leadership styles and qualities. Organizational climate of the school

contributing significantly to the morale of teachers was brought out in the study conducted by Murphy. It has also been found that development of creativity in students is also related to institutions organizational climate. Thus enough evidence seems to be available which shows that organizational climate of colleges is a factor that, perhaps, cuts across several aspects of college life. Yet, the evidence does not seem to be conclusive. Studies are too few to draw any conclusive inference from them. Hence, there is the need to conduct more and more studies on the relationships of organizational climates of colleges with as many aspects of college life as possible.

CONCEPT OF LEADERSHIP STYLE :

The management of any organization, educational or otherwise, may be defined as working with and through individuals to accomplish its goals. Leadership is inseparably bound with the achievement of organizational goals. Effective leaders are the basic and scarest resources of any enterprize. The term leadership points out to a person who is holding and administrative position such as principal of a college, director, of an institutions. Supervisor, Inspector etc. Since, these persons are held responsible for achieving the organizational goals. They are to be legitimately designated as leaders.

Leadership according to Terry is "an activity of influencing people to strive willingly for achieving group objectives" Koontz and O'Donnell's. State that "Leadership is influencing people to follow in the achievement of a common goal." So the effectiveness of a leader is said to be determined by his attitudes towards goals (or tasks) and attitudes towards people. Leadership style of a principal should refer to his way of dealing with people to achieve institutional goals. There is a difference between

effective and successful leaders. A successful leader may be both effective or ineffective. Employees may be working perhaps under stress or external pressure, under forced willingness. Effective and successful leader is one who brings about a lasting change in the motivation and values of employees.

Leadership style of a college principal is very important since it may influence teachers and students and in turn effectiveness of the institution in many interesting ways. How he deals with his colleagues, takes decision, plans, implements and evaluates are some of the points by which we can assess his style of leadership. All these aspects of leader's behaviour are built into grid concept of leadership. All the leadership theories have defined leadership styles in terms of two broad dimension concern for task and concern for people. These concerns are not mutually exclusive rather they are complementary to one another. Taking these two dimensions. Robert Blake and Jane Mouton developed the concept of managerial grid which is based on the argument that every leader has discernible administrative or leadership style which is a composite of these two dimensions. Since, no leader can be wholly task - oriented or wholly people - oriented he can have a variable position somewhere on both these dimensions. This grid basically represents five points of leadership style. These are 9-1; 1-9; 1-1; 5-5; and 9-9 styles. In this way this grid serves as an important instrument to enable the leaders to have introspection and identify their own styles. It develops an insight into their leadership behaviours and motivates them to improve their. Style leading to good people relations and better environment of the institution. Interference in their administration by the management board and other authorities limiting the freedom of work and action is one such area of their leadership. Pressure

exercised by teacher associations and their office bearer is another potent source of their problems. Student activism and student indiscipline present many kinds of problems which affect principal's efficiency and administrative effectiveness. In case of the principals being unable to handle these problems effectively, the total internal environment of the colleges becomes polluted giving rise to an organizational climate which is unfavourable to quality teaching. Thus, organizational climate and leadership style of the principals may be found linked up. Such research is absolutely non-existent in the field of education. A hazy description of managerial problems faced by the principals is found in V.V. Tanpee's Management Today.

THE CONCEPT OF ALIENATION :

It is not difficult to perceive the linkage between the institutional effectiveness and teachers alienation as alienation logically means drifting away from work. When the person does not have his heart in his work he can not do it efficiently. When teachers are alienated from their teaching work they can not be expected to teach well. In the absence of effective teaching, no educational institution can be effective. But, it is only the empirical research which can substantiate this. The concept of alienation is important as it may be related to principal's leadership styles. There may be certain leadership styles which cause teachers' alienation and affect adversely their morale. This needs to be empirically studied i.e. Styles, teacher's morale, institution's organizational climate as well as to institution's effectiveness.

The concept of alienation has a long past in the history of ideas. The term alienation, in contemporary social sciences, appears to draw upon two sources in particular, the Negelian and Marxian concept's. Before

Marx, Rousseau and Hegel used this concept. Theories of alienation, found in Rousseau's writing are individual- oriented and society-oriented. The former is present in his earlier writings where he takes as his point of departure the human being in a natural state. This state is characterised by the fact that the human being lives in isolation maintaining himself by using the products nature presents to him. Hence, man needs no other human beings for his livelihood and can satisfy his needs without encroaching upon the interests of others. The later theory puts emphasis on the actions of individuals existing within a social system. Here, the term was used by Hegel in the sense of a human being having been exposed to disengagement or detachment from his original, natural freedom by entering into social contract. Thus, Rousseau neither gave philosophical theory, nor the sociological theory but he gave a phenomenological description of perception and of a living experience of the social world as alienated and relified, and how inauthentic human existence is in such a world.

The meaning given to alienation in the writings of young Marx refers to 'estrangement' as well as to 'detachment'. It is closely related to Hegel's use of the concept in his philosophy. The alienation of man in Hegel's earliest works is seen as a consequence of private ownership as a social institution. Man, according to Hegel, lives in a world which is shaped by his work and by his knowledge and it is this world in which man feels himself alien, a world whose laws prevent basic need satisfaction. The central discussion of alienation appears, however, in Hegel's ontology. For Hegel, history is the march of the spirit towards freedom. Freedom can be found only in self-consciousness.

According to Marx, human activity ideally includes both an externalisation into an object and a reappropriation of that object i.e. an objectification. In case of alienation this original unity is broken. Objectification becomes alienation. Man is no longer able to re-appropriate the object of his work. The world of objects stands alien to him.

Durkheim in his work describes the conditions of social disintegration. Here the term characterises both 'abrupt transitions', resulting from either an abnormal crisis' or an 'abrupt growth of power or wealth and chronic conditions. He suggests that 'conditions of crisis and anomie are constant and therefore 'normal' in certain spheres of social life such as trade and industry. Durkheim neither defined anomia nor combined his views in an explicit theory. But his work has been an important source for later interpreters, especially for Talcott Parsons and Robert M. Merton. Besides Parsons, Merton has made a considerable contribution in the form of his social and cultural variables theory of anomia which required a methodical way of organising the connections between culturally emphasized goals and normatively acceptable means of working toward those goals. Hence, anomia was defined as a breakdown in the cultural structure, occurring particularly when there is an acute disjunction between the cultural norms and the goals and the socially structured capacities of members of the group to act in accordance with them.

Alienation and anomie, thus have shared a common methodological development, but these two concepts partly overlap in terms of the conditions to which they both refer. Both concepts are used to characterize social conditions of 'normlessness', 'meaninglessness' etc. and the 'individual states of 'maladjustment' and 'deviancy'.

THE CONCEPT OF MORALE :

Morale is an acquired state of mind of the human being which enables him to make effective adjustments to his environment. It has been defined by psychologists in various ways. Broadly speaking it is the positive negative feelings about some relative aspects of the college and its functioning. In other words, it is the positive negative perception of teachers of teaching, learning and other managerial conditions prevailing in the institution. The positive perception indicates high morale and is reflected in constructive, helpful, optimistic verbal behaviour while negative perception is reflected into pessimistic, destructive, decrying, grumbling behaviours indicating low morale of teachers. A large number of feelings expressed in the overt behaviour constitute the state of mind which is designated as the 'Morale'.

Morale is considered as an aspect of total personality of human being. Personality qualities are largely acquired. They are developed in the human being as a result of his experience in his environment, particularly the treatment environment. Morale is the store-house of the human energy and enables the human being to operate upon his environment with much greater vigour.

There seems to be fairly universal agreement in academic circles that teaching is extraordinarily difficult task. Majority of the teachers do not reach high level of quality in their teaching. In addition to the absence of external rewards for teachers, internal need satisfactions are also often frustrated. If teaching is to be externally rewarded, it must also be internally rewarding. It is important for the principal of the college to know how the teaching can meet their innermost needs and to identify the optimum for recognizing environmental cues that address to these needs.

Since the current emphasis on democracy in school administration and supervision has one of its basic tenets to pay greater attention to the process of good human relations, it is necessary for every principal to examine and evaluate the effect of his leadership styles on the morale of his teachers. Silverman studied those specific personal characteristics and daily activities of Principals which affected teacher morale. He found that practically every thing about a Principal's character or behaviour did affect teacher morale. The need to achieve security, personality and human relations, traits such as selfishness, pettiness, favouritism, stubbornness, support, tactless criticism, trust, praise etc. affects teachers 'morale'. Statistical analysis also indicated that a principal's personality and human relations contacts had more of an effect on teacher morale than his physical or mental characteristics, his professional background and experience or his activities as an administrator. In the satisfying and productive work groups there is confidence and trust among the members of the group and a great sense of involvement. Workers morale in this situation is high.

Morale of teachers is a perennial problem in education and research has shown that in securing teacher job satisfaction, the administrator is the key figure. Principal as a leader of educational institution should be concerned with securing, satisfying and productive work groups. Morale of school employees is somewhat elusive and hard to define like the efficiency of the teacher. Morale is difficult to be measured objectively. Desirable human relations seem to be at the very heart of this problem. When administrators and school boards become seriously concerned about the mental health and attitude of the employees, then real progress can be made towards the development of high employee morale. The attainment of high morale comes neither quickly nor easily. It grows slowly and must reach

the status of a tradition to be most effective. Leadership for good morale is a responsibility of the college principal. Sensitivity to the needs of employees is an indication that the administration is really concerned about the personal welfare of its staff. It ensures high morale. In an extensive investigation of morale, the greatest potential source of teachers morale was found to be the principal.

CONCEPT OF INSTITUTIONAL EFFECTIVENESS :

Teaching is the ultimate goal of all institutions of Intermediate education. They are good or bad depending upon how effective is the teaching done in their campuses. Educational institutions display a wide range of variety in their size, management, resources, location and philosophy. But each one of these is intended to pay attention to the development of the individuality of the pupils acquire knowledge and skills. Every good institution has certain specific objectives which it should try to achieve. These may be development of the mental spiritual, physical and social well being of its pupils and the pursuit of skills and the tools by which pupils acquire knowledge understanding, dexterity and logic to enable them not only to make material success in life, but to appreciate their leisure time, live high quality human life and contribute to the good of the society.

One of the most tangible and indispensable characteristics of an effective school may be effective administrative leadership without which the various elements of good schooling can neither be brought together nor kept together.

In one of sense institutional effectiveness may be considered as the relative level of college's goal achievement etc. In fact institutional effectiveness is even more complicated and subtle than goal achievement.

The distinctive atmosphere of an institution may be attributable to the different ways in which systems can be organized to subtle difference in rules and of personal and social activity etc. Recent studies of effective and successful schools mirror that principals of effective schools are there powerful and active in taking decisions, they tend to emphasize achievement are better organized, support teachers with discipline problems, recognize the unique style and needs of teachers and encourage and acknowledge good work. All these factors have a positive impact on teachers moral and manifest a sense of pride in teachers to be more loyal in their duties, enhancing school effectiveness. Halpin said the environment of the institution is the personality of the institution. Effective institutions, effective teachers and effective teaching should be the universal maxim. But, institutional effectiveness should be considered as the relative level of goal achievement, teachers, job satisfaction and students performance. It is a highly complicated process a phenomenon difficult to control and determined by a number of factors. Teacher's alienation, organizational climate, principal's leadership etc. determine perhaps, how effective a teaching is at any school. Institutional effectiveness must be an outcome of favourable organizational climate, teacher's devotion and competence and principals' dynamic leadership style.

This discussion amply specifies the institutional organizational climate, teachers alienation, teachers morale, principal's leadership style all are important determinants of institutional effectiveness and quality of education. But, how they are related and have some differences to each other in the context of education has not been studied and this information is largely non existent in the literature. The Hunch of this researcher is that these factors are independent of one another. Apparently, it seems that each

one of them affects the other and they are inter related. But this is what must be investigated into. Hence, this researcher decided to conduct a study which is titled as follow :

STATEMENT OF PROBLEM :

The present study is titled as :

"TEACHER S' ALIENATION, THEIR MORALE AND PRINCIPAL S' LEADERSHIP AND INSTITUTIONAL EFFECTIVENESS IN DIFFERENT INTERMEDIATE COLLEGE ON THE BASIS OF ORGANIZATIONAL CLIMATE." The problem

focuses on finding out the kind of climate that prevails in the institutions of middle class learning. It also aims at finding out how these climates affect school teacher's alienation their morale, principal leadership and institutional effectiveness.

OBJECTIVES OF THE STUDY :

The study was conducted with the following objectives in the view :

- (i) To identify the difference in leadership styles of principals of Intermediate Colleges of Jhansi Region.
- (ii) To describe the organizational climates of these Intermediate Colleges.
- (iii) To study the relationship between organizational climates and principals leadership styles.
- (iv) To study relationship between organizational climates and teachers' morale.
- (v) To study the relationship between organizational climates and teachers' alienation.
- (vi) To study the relationship between organizational climates and institutional effectiveness.

HYPOTHESES :

The following null hypotheses were formulated to study the problem meaningfully, and also to achieve the aforesaid objectives :

- (i) That, there is no significant difference between 9-9 and 9-1 styles with regard to organizational climates of colleges.
- (ii) That, there is no significant difference between the 9-1 and 5-5 styles with regard to organizational climates of colleges.
- (iii) That, there is no significant difference between the 9-1 and 1-1 styles with regard to organizational climates of colleges.
- (iv) That, there is no significant difference between the 9-1 and 1-9 styles with regard to organizational climates of colleges.
- (v) That, there is no significant difference between the 1-9 and 9-9 styles with regard to organizational climates of colleges.
- (vi) That, there is no significant difference between 1-9 and 5-5 styles with regard to organizational climates of the colleges.
- (vii) That there is no significant difference between the 1-9 and 1-1 styles with regard to organizational climates of colleges.
- (viii) That, there is no significant difference between the 1-1 and 9-9 styles with regard to organizational climates of colleges.
- (ix) That, there is no significant difference between the 1-1 and 5-5 styles with regard to organizational climates of the colleges.
- (x) That, there is no significant difference between the 5-5 and 9-9 styles with regard to organizational climates of the colleges.
- (xi) That, there are no significant differences in teacher's alienation, teacher's morale and institutional effectiveness in different leadership styles.

- (xii) That , there is no significant relationship between organizational climates of the colleges and teachers' alienation.
- (xiii) That, there is no significant relationship between organizational climates of colleges and teacher's morale.
- (xiv) That, there is no significant relationship between organizational climates of colleges and their institutional effectiveness.

RATIONALE OF THE STUDY :

A question may be asked. Why should these variables be related to each other. It is not difficult to see that these relationships are hypothesized on quite sound basis. The hypothesized relationship between organizational climate of colleges and the leadership styles of the principals can be justified for psychological point of view. It is well known that what the individuals do, the way they act and behave with others in any situation creates a kind of atmosphere comprising people relationships among themselves, their feelings and attitudes about work and towards each other. The principal as a leader influence the behaviours of teachers and other persons working in the college. In view of his desirable and undesirable behaviours people may develop good or bad relations with each other as well as with him. This way generate a unique kind of atmosphere or climate in college. Hence, it is expected that the leadership styles of the college principals should be related to the organizational climate of the colleges.

Teacher's alienation is a kind of reaction to their frustrated needs. Satisfaction or frustration of need, largely depends on the conditions operative in the environment. Obviously, organizational climate may be considered to have potentialities causing satisfaction or frustration of

needs. This, in turn, may lead to teachers alienation. The relationship hypothesized appears to be reasonable. Similarly teacher's morale may be conceived of as being affected by organizational climate. Favourable climate characterized by factors and conditions that are satisfying, rewarding supportive of achievement and good work and conducive to teachers personal and professional well-being must boost up the morale of the teachers. It is a fact of common sense. But this study is planned together empirical evidence so that what is common sense may become a scientific truth. When teachers in a college have high morale and no feeling of alienation with favourable climate in the college the natural consequence of this which can be easily expected will be that the institution is effective.

Alienation and teacher's morale are considered to be two sides of the same coin. Alienation is said to be an aspect of morale. Hence in case of college teachers also these two conditions must be related. There seems to be sufficient reason to believe that they should be related to each other. Teacher's alienation and their morale both may be related to college principals leadership style. If the principal's way of functioning is frustrating the dominant of needs, expectations and aspirations of the teachers, they may be alienated from work; and when they are alienated their morale should also suffer a set back.

In this way, all these five variables involved in this study may easily be visualized to be interrelated. Logically it seems quite plausible to think in this way. But scientific evidence is not available. A few studies are there as reviewed in Chapter -II which have shown them to be related. But they are too few. For several reasons they can not be considered adequate and perfect. For these reasons more and more studies on their relationships are needed.

SIGNIFICANCE OF THE STUDY :

The study of inter-relationships of these variables may be considered important from several points of view. Since each one of them individually seems to be important in the context of the qualitative improvement of college education, it may be more meaningful to demonstrate empirically that it is a fact a reality, Institutional effectiveness, in other words, 'means high quality of education. Hence, institutional effectiveness is essentially the same as qualitative improvement of education. If it is revealed by this study that principals leadership styles are related to institutional effectiveness it may be possible to guide the principals to adopt the most suitable style in order that the quality of education improves. This knowledge may be helpful in training of the principals. The principals may be benefitted by this knowledge as they may develop in them a greater insight in the administration of colleges.

How principals leadership styles affect institutional effectiveness is not known. May be that they affect the organizational climate of the college teachers alienation and teachers morale and through interactions with these variables they affect the institutional effectiveness. This knowledge which is expected to be brought out by this study may be extremely important from the point of view of qualitative improvement of college education and increasing the efficiency of the college principals.

Organizational climate too may not be an independent factor. It may be inter-linked with teachers alienation and their morale either as a cause or as a consequence of these variables. At the moment there seems to be a paucity of such information. The present study will reveal how these variables are inter-related to each other. This in itself may be

considered meaningful and important. If they are found to be inter-related it may be possible to explain more validly the dynamics of functioning of these variables in determining the effectiveness of colleges. Also it may help in understanding more fully the operational implications of these variables in the context of qualitative improvement of college education.

In this way the study seems to be important. It may be considered significant from the point of view of its implication in the field of knowledge. It may yield information and knowledge which at present is not available. Also, it bring out knowledge which can be utilized in upgrading the quality of colleges education.

PLAN OF ATTACK :

(i) Study of Related Literature :

A survey of up-to-date literature on the work already done by others in the field of research in India and abroad with which the present problem is related and had formed an integral point of the investigator's cognitive equipment. Review of the related literature has been incorporated in Chapter two.

(ii) Delimitations :

The investigator had to work out the problem in the context of the conditions prevailing and the time and resources available. The study was delimited with respect to the following :-

- (a) The study was confined only to Intermediate Colleges of Jhansi Region (Jhansi, Lalitpur, Jalaun).
- (b) The study was confined to 300 hundred teachers and 50 principals for the Intermediate Colleges.
- (c) It included both male and female teachers as well as principals.

(d) The study was conducted only on the teachers and principals in service.

(iii) Population :

There are 1200 teachers in 150 Intermediate Colleges in Jhansi Region.

(iv) Sample :

Only three hundred teachers (300) and 50 principals were taken out of total population for the present study. The sample was also taken out randomly.

(v) Method :

The method adopted in the present study was Normative Survey Method.

(vi) Variables Involved :

The study is titled as "Teachers' Alienation, their Morale and Principals' Leadership and Institutional Effectiveness in different Colleges. On the basis of Organizational Climate. "

It involves the following variables -

Independent variable :

- Organizational Climate.
- Dependent variables.
- Teacher's Alienation.
- Teacher's Morale
- Principals' Leadership Styles.
- Institutional Effectiveness.

(viii) Tools Used :

1. Principals Leadership Styles - Self made.
2. Teacher's Morale Scale - Dr. Y.K. Gupta
Dr. M.P. Kaushik
3. Teacher's Academic Alienation
Scale - Dr. Amita Bhatnagar
4. Institutional Effectiveness
Questionnaire . - Self made
5. Organizational Climate
Questionnaire. - Dr. Meenakshi Bhatnagar

(VIII) Collection of Data.

The data were collected for the study from different college principals and teachers with the help of above tools. The tools were explained to the principals and teachers and then questionnaires were distributed the teachers and principals were requested to give their actual information about the question mentioned in the tools.

(IX) Scoring and Tabulation of the Data:

The response sheets were scored according to the respective keys of the above scale and questionnaires and the data were tabulated groupwise.

(X). Analysis of Results and Interpretations:

The collected data were analysed and interpreted with the help statistical calculator. Various statistical techniques such as mean, S.D., C.R/t' F.Values and product moment correclation (γ) were used for analysis and interpretations. The results were discussed in the reference of various studies.

(XI) Conclusion and Suggestions :

After completing the analysis and interpretations, conclusions have been drawn on the basis of the results obtained. The framed hypothesis and their related objectives have been examined in the light of the study. A few suggestion have also been given for improving the leadership styles of principals, and teachers in different organization climates of the colleges, . A few limitations, under which this study has been conducted, have been pointed out to enable proper review of the findings and ultimated conclusions. In the end, some suggestions for further research has also been offered as no research has also been offered as no research is complete within itself.

(XII) The Report :

The chapterwise report of the study has been submitted under various heads as given below:—

- (a) Acknowledgement
- (b) Contents
- (c) List of Tables
- (d) List of Figures

CHAPTERS:

- I- Introduction
- II- Review of related literature
- III- Method and procedure
- IV- Analysis and Interpretation
- V- Findings and suggestion

References : (i) Bibliography

(ii) Appendices :

(a) List of Schools

(b) Tools.

1. Organizational climate questionnaire Dr. Meenakshi Bhatnagar.
2. Teachers' Academic alienation scale - Dr. Anita Bhatnagar.
3. Teachers' Morale Scale – Dr. Y.K. Gupta and Dr. M.P. Kaushik
4. Principal's leadership style questionnaire – self made
5. Institutional effectiveness questionnaire-self made.

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CHAPTER - II

THE REVIEW OF RELATED LITERATURE

Practically all human knowledge can be found in books and libraries. Unlike other animals that must start anew with each generation man builds upon the accumulated and recorded knowledge of the past. His contents adding to the vast store of knowledge makes possible progress in all areas of human endeavour. Thus, it is essential for a researcher in any field of human knowledge to have a complete and thorough information on the earlier work done, around the world, in the specific area of his interest.

With this aim a number of books, journals, bulletins, year books, theses and encyclopaedias available were consulted in the libraries of different Indian Universities. In the following pages an attempt has been made to present briefly the researches and studies already reported in India and abroad, which may have a bearing on the present problem.

The reviewed related literature is summarised with relevant variables as under :

1. Organizational Climate
2. Leadership Style
3. Teacher's Alienation
4. Teacher's Morale
5. Institutional Effectiveness.

RESEARCH ON ORGANIZATIONAL CLIMATE :

The account of research on organizational climate is presented into two parts one consisting of studies that have highlighted

its relationship with other variables influencing the organizational behaviour, or its efficiency, and the other consisting of studies that have shown how the climate of institutions differ from institution to institution.

Relationship with other Variables :

The social climate of the organization is the product of all the relationships that affect it. This, climate results from the conscious and unconscious effort of all who are involved. Industry has been more concerned than education with creating the kind of social climate that would be conducive to good morale and organizational efficiency. Much of the available research has been done in industrial setting or in small experimental groups. All of this seems to point out to the fact that everyone needs more than just a job to do- be it work, or play or task for a voluntary group or school work. The importance of personal and interpersonal relationships as one of the aspects of the climate affecting the job - performance has been demonstrated in a classical study by Breiner 1927. Herbert Wright and his associates 1951 and Perkins 1951 have highlighted the significance of social interaction in the class, another aspect of the classroom climate. A number of researches have brought out the importance of the climate as one of the factors affecting students' learning, an aspect of institutional effectiveness. These researches have been confined to classroom climate.

It is widely claimed, these days that a good socio-emotional climate of the classroom is a potent facilitator of school learning. In several studies classroom climate is found as a very good predictor of pupil scholastic attainments. Classroom climate as evidenced in teacher-behaviour is found sufficiently related to pupil's academic achievement. In other countries, particularly in the U.S.A. a

good number of such studies have been made; but in India, very little work has been done in this direction.

Cunningham 1960 and her associates viewed all learning as problem-solving and held that a skilled teacher like a skilled practitioner can best fulfil his function by creating a democratic climate in the classroom. The teacher should help students in recognising and identifying the common goals, values and roles of group members. They further argued in favour of developing institutionalised methods of problem solving and learning.

Moustakes 1961 in a clinical, anecdotal, observational but non-experimental work, wrote that effective learning can only take place in the educational institutions where threat and anxiety are minimum. Effective learning can only take place "where there is freedom of expression within the limits of the classroom, where each person can state himself in terms of himself without fear of criticism or condemnation, where feelings are expressed and explored, where ideas and creative thinking are treasured and where growth of self is the most important value."

A number of researches have been conducted to find out how organizational climate is related to other variables, factors and conditions such as leadership, institutional ideologies student and teacher characteristics. Farinola 1971 in a study found significant relationship between belief systems (open mindedness) of the chief negotiators for teachers and the openness of the organizational climate of the schools. Chief negotiators for teacher (faculty association leaders) in the district with relatively more open organizational climate were found to be more dogmatic. Halpin's OCDQ was used for measuring organizational climate of the schools. Attempts were made to find out if organizational

climate was related to professional leadership of principals and pupils' progress in the study made by Guy.1970 Organizational climate, in this study, was not found to be related to any of the two variables. But, in the study made by Hall1971 organizational climate was found to be related to the leadership of the school principals. It was concluded in this study that leadership behaviours characterized by high nomothetic, high ideographic orientations may lead to more open school climate. The study tended to show that the climate of an organization is very much a function of leadership styles and qualities.

The organizational climate characteristic has been related to a number of other variables characterizing the institutions and the personality of people working in them. In a study Petasis1975 such characteristics as age of the staff members and size of the staff, principal's administrative experience were related to the climate of the school. These were, however, not found to be related to the climate. Rideout1975, on the otherhand found that size and location of the school were significantly related to school climate, smallness and rurality being positively correlated and largeness being negatively in the correlated size of the school. Size is, perhaps, a significant factor in influencing the way students feel towards their school. Size of the school and length of the experience of the principal were, however, not found related to organizational climate of school in the study made by Lee, Sharma1975 studied relationship of school climate with school effectiveness, principals effectiveness and teachers satisfaction along with other variables. Sharma 1973, and Sharma Parham1973 and found relationship existing between school climate and structure behaviour and consideration behaviour of the school headmasters. Baylay1957, Pace1966 and Stern1970 have conducted studies which clearly demonstrate that the

environment (organizational climate) is the most important determinant of human behaviour. Relationship between principal's belief systems and organizational climate was studied by Crates 1975. No significant relationship was found, in this study, between principal's belief systems, intolerance and authoritarianism and the climate.

How school or college climate affects creativity development in students has been studied in a number of studies. They have shown that anti-creativity climates are predominant in most organizations. Gibb 1968, Ellison, Jex 1963, Taylor 1972 all have pointed out to "anti-creativity characteristics" of organizational climates. Elementary teachers were however, found to be perceiving their schools climate as being more closed than do their respective principals. It was further concluded in this, study that teachers, generally, view their respective schools' organizational climate as being closed while principals view their respective schools as being at various locations along the organizational climate continuum. Braden 1971 discovered that teachers in the schools with more open climate hold more positive attitudes towards students. The same was found to be true for principals also. However, no such difference was found in the attitudes of students towards teachers and their schools. The climate of the school was found related to schools' teachers' and principals' pupil control ideology also in the study made by Appleberry 1971. Schools with more open climate, their teachers and principals tended to be more humanistic in their pupil control ideology as compared to their counterparts with closed climate. Principals' non-verbal behaviours were found linked with the organizational climate of elementary schools in a study made by Woodard. 1976 Significant relationships were found between perceived congruence of verbal and non-verbal behaviour of the principal and

organizational climate. Organizational climate of the school contributing significantly to the high or low morale of teachers was brought out in the study conducted by Murphy 1975. The same was concluded in a study conducted by Sharma and Quraishi 1972. Organizational characteristics such as public-private schools, large and small schools were found related to such dimensions of organizational climate as teacher morale and principals management style in the study made by Moser 1975.

The Organizational Climate of the schools may influence the attitudes, values and other personality aspects of the students. This hypothesis has been tested in several studies. Roy 1975 has studied the relationship between the organizational climate of the school and the self-concepts plus attitudes towards schools of the students at junior high school level. No significant relationship, was found in this study. Relationship among graduate students value orientations, personality needs and perceptions of organizational climate were studied by Bernstein 1975. Meaningful differences in school climate, personality needs and value-orientations were not found. The study made by Rao found significant relationship existing between perceived environment (climate) and students attitudes towards their medical profession (positive professional attitudes being associated with better climate). The perceived climate was not, however, found related to academic achievement, professional level of achievement and work values. Management style of the principals was also found related to organizational climate of the school by Vice 1976. In this study it was revealed that the schools where principals were perceived by teachers to be concerned with teachers, providing them with encouragement, being approachable when needed, supporting their professional growth and recognizing their importance were the schools which the teachers perceived to be open in climate.

It has been established beyond doubt that institutions differ from one another with respect to their organizational climates. Just as differences are found among individuals with respect to personality qualities, differences are found to exist among organisations and institutions with respect to their climates. Studies of organizations and institutions have clearly demonstrated this fact. Hence, this has been found of great interest to describe how they differ from one another. This knowledge has been considered useful in recognizing institutions so as to improve their climates. A brief survey of studies of this kind is presented in the following pages.

In a study conducted by Prutsman 1975 efforts were made to ascertain if the existence of climate could be verified within the twenty-four middle schools of Broward country. The study was conducted with a 37 item version of the OCDQ developed by Halpin. The existence of climate in each of these schools was supported by each analysis of the data in this study. It was also found that the climate of the traditional schools was different in several ways from that of the flexible schools. These differences were, primarily evident in the principal thrust, principal consideration and the esprit dimensions. Christopher 1975 using case-study method, investigated the background, current status and environmental interactions of a secondary school faculty for ten months in 1973-74. The study was made in the inner-city of a large city district. Los Angeles, California. The study described the climate of the school in terms of basic attitude patterns of urban teachers. Climate of schools, however, as perceived by teachers and students need not be similar. This was brought out by Foraker 1975, Sharma 1973, Sharma, Buch and Rai 1973, Mubayi and Sharma 1974 have all demonstrated that schools differ in terms of their climate. In their original study Halpin and

Crofts 1963 administered their OCDQ in 71 elementary schools in various parts of the country. It was found that the schools varied in their climate profiles. In some schools teachers thought morale was high, in others somewhat lower. In some schools the principal was rated high in consideration, in others their principal evidenced less consideration. This was the situation found on other scales of OCDQ also.

"Medical Schools Differ in Important Ways has been demonstrated by Leonard L. Baird 1976. This piece of research has shown that differences in organizational climate of the medical school render each school unique. He characterized each of these schools as flexible, dominated by traditional excellence, high standards and liberal, clearly structured demoralized, suffering from malaise, big with contingent characteristics. Each was described to be unique. Such differences have been found in the socio-emotional climates of the higher secondary schools of the district of Ajmer by Rampal Singh 1972 also.

Gupta 1985, finds that specific type of school climate prevailed in each institute. Female principals proved better administrators in comparison to male principals. The female principals have positive correlation in case of factor II. while factor L & Q, have negative correlation with administrative success. Administrative success and risk taking behaviour are positively related with each other.

An another study of Gupta 1987, it was found that out of Personality factors, A, B, F, Q & Q3 were found to be significant positively correlated with administrative success while factor I and M were found significant negatively correlated with administrative success, High risk taking capacity and good family relationship are part and partial of a good administrator.

Gupta1987, in his minor project supported by U.G.C. found that in all types of climate the female principals are found to be better administrators in comparison to male principals. Sex played a significant role regarding administrative success in the case of only the familiar and paternal climate. In rural section administrative success have significant positive relation with C, H, N, Q and negative relation with only two factors A& L.

Gupta1988, in his pilot research project (supported by ICSSR) reached to following findings -

1. All the six type of climates were identified and prevailed in the high schools of Moradabad Division.
2. The percentage of schools having paternal autonomous and open climates were higher, whereas the percentage of schools having closed climate was very low.
3. In all types of climates female principals proved better administrators in comparison to male.
4. Sex plays a significant role in administrative success in case of only familiar and paternal climates.
5. School location has nothing to do with administrative success except in paternal climate.
6. Administrative success and risk taking behaviour were positively related with each other.
7. Good family relation in principal's family lead to him towards success in their administration.

Kalpande (1990) studied the problems of block level educational administration with special reference to the role of extension officers in the administrations of elementary education and found that the organizational structure, work motivation and atomizational climate should

be periodically used and corrective action should be taken by appropriate authorities. Solanki (1992) also found that the organizational climate of secondary schools appeared to be independent of organizational management, place of school and sex of the student population. There was a relationship between resource management and the organizational climate of secondary school.

Thus efforts have been made to measure organizational climate of various types of institutions found in the society. Considering that climate is an important variable that effects the organizational behaviour and institutional effectiveness, a large number of researchers have tried to survey and know how institutions differ with respect to their climates. Such trend is found in almost all the fields, industry, education, medicine, social and religious fields. In the field of education climate studies have focussed on schools, colleges and universities. Quite a number of studies have been conducted on elementary and secondary schools. They have been reviewed in the foregoing sections. But the review of related literature has revealed great dearth of such studies conducted on institutions of higher learning. Only a few studies involving universities and university colleges could be available. In view of the findings of the studies conducted at the school level, it may be assumed that the institutions of higher learning and more so the progressional institutions like the teacher education colleges and departments must also differ widely among themselves with respect to their organizational climates and also that the organizational climate of these institutions must influence their teaching and functional effectiveness.

RESEARCH ON LEADERSHIP STYLES

The studies in this area largely deal with leadership style and its impact on institutional climate and such other variables. The studies by and large indicate the importance of leadership styles.

RESEARCH ON LEADERSHIP STYLES

Clark 1981 conducted a study to examine leadership in an entire school district and test the validity of Hersey and Blanchard's situational Leadership Theory. A field test was designed with 50 leaders (Principals & supervisors) and 275 followers (teachers) which provided leader effectiveness data by completing the Leader Effectiveness Scale. Results of the study showed that the follower population is relative to the task chosen. According to teacher's preception of teacher effectiveness, styles S₂ (high task-high relationship) and S₃ (high relationship-low task) were considered most effective. Style S₄ (low task-low relationship) was considered the least effective. Conclusion also suggest the need to conduct future research in various educational settings.

Two types of leadership styles, task-orientation and relationship-orientation, were studies by Mondschein 1975 in a study and relationship between, overall staff functioning and the paired leadership styles. Findings revealed that most super intendents were relationship oriented and they were more associated with longer periods of time as administrators.

Burns conducted and study to describe leader behaviour of Principals and leadership variables as receptivity of ideas, goal emphasis, team building and decision making etc. on the resultant climate of the school. The data confirmed that there is a difference between the way superintendents, teachers and students perceive the leader behaviour of Principal. Teachers in the schools ranked most democratic indicated a better attitude towards school, better communication b upward and downward b and more participation in decision making in t' nools. There was found

a positive relationship between democratic leadership and academic effectiveness.

Gress 1975 investigated the relationship among leadership behaviour of secondary school principal and teacher's perceived participation in decision making and a significantly inverse relationship was found to be existing between the active leader behaviour of principals and the amount of teachers involvement in decision making. Teachers reported a greater desire for decision making participation than they were presently receiving.

A study to examine the relationship between principal's democratic or authoritarian leadership style and teacher morale and instructional performance was conducted by Maniudakis 1975. A strong relationship was found to be existing between job performance of teachers and leadership styles of principal. Teachers who indicated democratic Principal leadership were rated high in job performance and vice versa. So the teacher perceptions of Principal leadership style were found to have positive or negative influence on the performance of the individual teacher. A similar type of study was conducted by Guagulwong 1981 to determine if some relationship exists between leadership styles of Principals, maturity level and job satisfaction of teachers. Result of this study was totally contradictory of previous one. The Principal's leadership behaviour does not contribute to and is not influenced by the maturity level of teachers. Also, the behaviour characteristics of the principal have no impact upon the teacher's job satisfaction. This type of controversy demands further research on these variables.

Two similar type of studies were conducted by Huddleston 1975 and Cahoon 1975 to discover what, if any relationship existed among organizational climate and leadership behaviour of the Principal. Findings revealed that there is a significant relationship between leader behaviour,

employee's job satisfaction and organizational climate. Huddleston 1975 found no positive and significant correlation between Principal's leadership behaviour and organizational climate. The progressive democratic leader should probably guide and direct the energies of educational staff towards the solution of problems. A complementary climate should be maintained within the school by the staff and principal both.

Washington 1975 conducted a study to determine whether faculty job satisfaction is affected by department's chair person's leadership style, delineating style into two classification - 'initiating structure' and consideration'. Data concluded that the degree of job satisfaction is highest in colleges when the faculty perceives that its chair person's leadership style is high in initiating structure and consideration. The degree of job satisfaction is higher when faculty is allowed to select its chair person.

Flynn 1975 designed a contingency model of leadership that included styles of leader behaviour, leadership effectiveness and situational variables important for principals facing that threat of schools' closing. The data analysis indicated that leadership effectiveness as perceived by teachers, was not related to leadership style but it was related to positive and negative classification of perceived incongruent situational stress.

Shin 1976 and Gary 1976 conducted similar studies to investigate the relationships among Principals's leadership style and the degree of teacher's satisfaction with their principals job performance. Data revealed that the style and the degree of teacher's satisfaction with their principals job performance. Data revealed that the teacher's perception of satisfaction may be viewed as a function of interplay between teacher's need orientation and their Principal's leadership style in school situations. Gary's 1976 findings suggests that the assumption of role conflict among chair person's was unwarranted, atleast in this investigation. A significant

tendency was evidence on the part of chair person to manifest higher levels of congruence with faculty rather than the administrative expectations.

Ogunlande 1980 compared the administrative styles and administrative effectiveness of secondary school principals and investigated the relationship between these styles and demographic variables of schools. He concluded that Principals tended to be more relationship oriented than task oriented. Factors of school education, co-education size of school, age of the principal were considered as likely predictors of administrative styles. Demographic variables were not determinants of administrative effectiveness. Zechman 1976 investigated the critical instructional leadership competencies expected of secondary school Principals both needed and demonstrated. Findings revealed that principal ought to be emphasizing those competencies in the staff supervision area and the conceptual dimension. Competencies assigned high ranking in needed category dealt with the supervision of teachers. The Principal usually demonstrated to a high degree the instructional leadership competencies he ought to possess.

Maio 1976 conducted a study in which leadership behaviours of Principals were identified by 'Bass orientation Inventory' to determine if leadership behaviour of Principals is related to teachers self rated satisfaction. It was noted that in school in which principal rated a significantly high number of educational programmes as exemplary or above average, there was also found a high proportion of task oriented teachers. Compatible leadership behaviour were not significantly related to higher rated school programmes. Sumrall 1976 also conducted a similar type of study to determine the relationship that existed between leadership behaviour of supervisors and teacher's job satisfaction. He used 'Leadership opinion Questionnaire' and 'Supervisory Behaviour Description', and found that leadership behaviour of supervisors was moderately high in consideration and

lower in initiating structure. Significant negative relationship existed between teachers satisfaction with people and supervision and initiating structure. It was suggested that school administrators created open organizational climate which are conducive to the establishment of supportive relationships.

To perceive managerial styles of supervisors and quality of interpersonal relationship between supervisory personnel and teachers & teacher's job satisfaction, Sherman 1976 and Rosenthal 1976 conducted similar studies. Results supported that perceived leadership styles of supervisors were related to interpersonal relationship among supervisors and teachers. When teachers see that they have limited opportunity to exercise self direction, self control and to participate in setting goals and evaluating achievements of these goals, the quality of interpersonal relationship is negatively affected and vice versa. With respect to teacher's job satisfaction, it was found that leadership behaviour showed greater degree of consideration over initiating structure.

Successful curriculum planning with an emphasis on improving the teaching-learning process depends upon systematic attempts to organize and implement effective curriculum planning procedures. The role of the building principal, involved in that process is potentially one of the most influential. Calhoun 1981 conducted a study to investigate what specific actions of Principals do teachers identify as being illustrative of leadership behaviour that lead to improved teaching-learning situations. The main conclusions of the study were that principal can improve teaching learning situations and assume a leadership role in curriculum planning process by providing managerial support for teachers, by becoming competent in practicing good human relations, relating quickly to other people, developing creative abilities.

An attempt was made by Pedersen 1981 to build on what is known about perceptions of leaderships style and organizational variables which might contribute to improved organizational effectiveness. Purpose was also to determine the relationship between leadership characteristics of Principal's leadership style and patterns of group relations among staff members. This study provided evidence of the relationship between teachers perceptions of principal's leadership style and patterns of group relations. High levels of significant correlation was found and the study supported contemporary theories of team leadership.

To determine whether or not Principal's leader behaviour are related to the communication behaviours in school, Wheeler 1981 conducted a study and surveyed sixty three teachers from ten schools. Previous studies had revealed that distinct styles of leader behaviour are discernible in school principals by the teachers they supervise and that these distinct type of leader behaviour affect teacher attitude and performance and the climate of the school. Wheeler concluded that principal demonstrating high initiating structure leader behaviour used more instrumental and expressive communication than those demonstrating low initiating structure. The frequency with which Principals discussed curriculum objectives, policies, rules and regulations, reward praises and acceptance with teachers was not related to the frequency with which teachers discussed curriculum objectives and policies. Overall this study determined that leader behaviour and communication behaviour are indeed related. Infact, the study strengthen the assertion by Marrihue (1960), Gerloff and Cummins (1971) that one literally cannot stady either of these concepts apart from the other.

To compare across the three educational levels elementary, secondary schools and universities and two dimensions of leader behaviour initiation of structure and 'consideration', Khoury 1982 conducted a study.

Results indicated that as a group, administrators perceived that they exhibited 'consideration' and 'initiation of structure' significantly more frequently than did their respective teachers. With respect to 'initiation of structure' the discrepancy existed at all the three levels of educational organizations.

Gibbons 1982 designed a study to examine the relationship between the selected organizational environment characteristics and the leadership behaviour of school Principals. It was found that the greater the complexity of the organizational environment, the more receptive the principal is to teacher ideas, greater work facilitation by principal, greater support and team building. Principal's overall leadership scores is high. The greater stratification within the organizational environment, the less the Principal involves other staff members in the decision making process.

Several studies were conducted to define and describe leadership behaviour of principal's and their relationship with teacher's perception and job satisfaction. Daniels (1981), Brown (1975), Williamson (1981), Thomson (1980) & Harlen (1980) worked on the same problem and concluded that effective school Principals had higher scores on scared initiating structure and consideration. Thomson 1981 said that there was no significant interaction between Principal's leadership dimensions with their formal training and past experience. Colleges need to tress the relationship of leadership as an interaction of sociological skills and task skills. Harlen 1981 said that more emphasis needs to the placed on the sociological aspects of leadership. Daniels 1981 and Brown 1975 also said that Principals leadership styles do affect subordinate job satisfaction.

Mathews 1979 studies the relationship among measures of the variables of creativity, views of leader behaviour and effectiveness of secondary principals to determine variable that can be used for the selection placement and evaluation of secondary principals. The findings of the study

suggest that creative ability of secondary principals is not directly related to the leader behaviour that they exhibit nor to their effectiveness. However, their effectiveness is directly related to their exhibited and perceived leader behaviour. There is no interaction of creativity perception of leader behaviour with respect to effectiveness

King 1979 from his study inferred that (1) female principals were more oriented than male principals towards keeping decision making power to themselves rather than delegating or sharing with others, (11) Male Principals was more oriented than female principals towards fostering warm atmosphere in the school by taking warm atmosphere in the school by taking into consideration the needs and interests of the teachers (111) The sex of the principals is not related to the morale of the profession.

Meloney 1979 the personality characteristics were related to leadership behaviour of Principals. Meloney in his study found warmth and stability as important characteristics for leadership effectiveness of woman principals. Moreover, particular personality characteristics consistent with an effective leadership personality profile were emotional maturity, determination, self-assurance, self-efficiency, self-control and composure.

Still 1980 related the same factors to leadership behaviour other than demographic and personality factors. Still, found no significant relationship between locus of control, leadership styles, manipulated tendency, organizational climate on one hand and leadership effectiveness on the other hand.

G.P. Gupta 1978 tried to study leadership behaviour dimension of the head masters of the secondary schools of Rajasthan. He also studied the personality factors of the head master of schools having different types of school climate. He concluded that there was no significant relationship between school climate and factors A, C, E, N, O, Q₁, Q₂ and Q₄ of the 16 PF.

For this study, a sample of hundred secondary schools from Rajasthan state was drawn up by using stratified two stage sampling technique.

D.R. Darji (1975) studied leadership behaviour and its correlates in the secondary schools. The study was undertaken with view to (I) identifying the leadership behaviour patterns of principals sampled schools of the selected districts (II) identifying the organizational climate of the sampled schools. (III) studying interrelationship among leadership behaviour of the principals of the secondary schools organizational climate. (IV) studying the significance of relationship between each of the two dimensions of leadership behaviour, namely, initiating structure and consideration with (A) the nature of management of the school (B) size type classification of the schools (C) age of principal (D) sex of the Principal (E) experience of the principal (F) leadership behaviour patterns of the Principal (G) organizational climate of the school.

It was found that (I) the leadership of behaviour dimensions and patterns were critical indicators of organizational climate, staff morals academic motivation, school innovativeness and academic status, (II) The percentage of Principals manifesting the III pattern of leadership behaviour was the highest (forty nine percent), (III) all the principal of the open climated school manifested the III leadership behaviour pattern, (IV) the percentage of the principals manifesting the HH pattern went of decreasing form high morale schools to low moral schools, (V) most of the schools having high innovativeness has principals who manifested the HH and HH leadership behaviour pattern (VI) most of the schools of high academic status and principals with the HH leadership behaviour pattern, and (VII) the leadership behaviour dimensions and patterns were found to be significant in relation to variables of climate, morale and innovativeness.

Mahasabde (1990) in his study could not find out any significant relationship between leadership styles job satisfaction of teachers. organizational climate and students academic achievement. Nanda (1972) studied the leadership behaviour of heads of primary schools and found that ineffective leaders show more consideration behaviour and less initiating behaviour, were inefficient in consideration behaviour and initiating and some are manifesting higher type of leadership in "initiating structures "and consideration. Taj (1992) found that the attitude towards the profession, job satisfaction personal-interpersonal social adequacy were found to be significant predictors of the administrative behaviours of secondary school heads.

STUDIES RELATED TO TEACHER'S ALIENATION

Many studies have been made in which alienation has been related to teachers job-satisfaction, their participation in decision-making, organizational climate of institutions and some personality characteristics of teachers. Blazavsky 1978 conducted a study to analyse the relationship between two dimensions of school bureaucratic structure (centralization and formalization) and teacher's alienation from work and from expressive relationship. It was found that highly centralized and formalized schools were characterised by both alienation from work and from expressive relations. A similar study was conducted by Slaybaugh 1974 who found that centralization had the strongest relationship with alienation and job codification showing a significant negative relationship.

Forsyth 1978 conducted a study in which it was found that work alienation tended to flourish in an environment of restricted informal interaction. O'Neill 1976 determined the relationship between alienation and

feedback about the teacher's performance from selected significant others. An inverse relationship was found between feedback and alienation.

Allen 1971 established the relationship between organizational climate of elementary schools and the sense of alienation in the teachers. All dimensions of teacher alienation were significantly correlated with openness of climate. Racz 1971 conducted a study to examine the relationship between leadership behaviour and alienation from work as perceived by classroom teachers in schools. A significant negative relationship was found between teacher's perception of 'person-oriented' leadership behaviour and alienation from work while the system oriented leadership was not found to be related significantly. Again a relationship was found between teacher's perception of alienation and social isolation in the study made Zielinski 1983. The organizational powerlessness was found to be significantly related to all four dimensions of isolation and the instructional powerlessness was significantly related to isolation from formal and informal authority. Thus, the subjective alienation and objective isolation were also found interrelated.

Rudrahindwa 1980 at Stanford University conducted a study and found significant impact of socio-economic status of students alienation. It was also found in the same study that students alienation is closely related to their occupational expectations and perceptions of university. Antonio 1974 conducted a comparative study to know the extent of alienation in Pureto Ricon College students and non Pureto-Ricon students having similar socio-economic status and found that Pureto-Ricon students were significantly more alienated than their Non-pureto-Ricon counterparts.

An interesting study was conducted by Schwed 1978 to find out the relationship between smokers and their alienation. It was argued that smokers are alienated from their intellectual knowledge that smoking endangers their bodies. Further Jones 1978 examined also the interaction

between different forms of alienation. The interaction between powerlessness and parental and religious views predicted strongly drug usage, as the feeling of power lessness and parental-student political belief differences increased these was an increase in drug usage.

Herron 1971 on the basis of an experimental study conducted on University students of Minnesota, concluded that the University students have a relatively high degree of alienation and the new students exhibit a degree of pre alienation feelings. Powell in Southern United States tried to find out whether sex, college academic major and institutional differences were correlated with student alienation. It was found that the students who were undecided as to academic major were more alienated than the students who had chosen an academic major. Here again the difference in the extent of alienation in male and female was quite significant.

Boles 1980 in a study tried to compare the students of Baccalaureate degree students at community colleges and Universities in Kentucky and concluded that students enrolled in the universities possessed higher levels of alienation from school than did students enrolled in community colleges. The mean scores indicated that occupational associate degree students were more alienated from schools, family, friends and country and possessed a amore negative self concept than Baccalaureate degree students.

Tehra 1970 conducted an interesting study in New York University to compare alienated and other measurable variables of foreign students who were intended to return to their home countries and the foreign students who intended to remain in the United States after completing their academic studies. The non- returning group was found to have experienced significantly high degree of normlessness and powerlessness than the returning groups. Moreover, the non-returning

group had more favourable attitudes towards Americans than returning Group. Bowling 1976 defined alienation as the separation from one's real self or from other human beings with whom an individual reacts or interacts. He conducted a study to determine the comparative degree of alienation among the students on a college to college basis. It was found that students of liberal college were more alienated from those agencies of society which constituted establishments. Finally these students were found to be more prone to be actively engaged in protest demonstrations, or racial actions than students at other colleges.

Natsis 1975 studied the impact of four family structure variables absent father, family size, ordinal positions and sex on alienation among black and white freshmen college students. Significant results were found so far alienation was concerned, the black were found to be more influenced by family structure variables than the whites. There was very little indication of absent father having any adverse impact on their alienation.

Although much work has been done in the field of Intermediate Education, a few studies have concentrated on professional education also. Vickey (1979) worked on doctoral (medical students to study the psychological and demographical factors as predictors of alienation of these students. He concluded, as warranted by this study, that the psychological variables are neither associated with nor they are predictive of alienation. Another study of this kind was conducted by Meagher (1982) to assess the amount of change in alienation over the four semesters of an associates degree nursing programme and to determine the Chief source of alienation in the student nurses. It was concluded that there was a significant increase in alienation in the nurses from college and administration and a significant decrease involving hospitals, physicians

and paraprofessionals. There was no significant change towards classroom, faculty, clinical, instructors, curriculum or physicians. The curriculum scored quite high as a pre-dominant over all source of alienation for the total population.

A study was concluded by Steffenhagan (1981) who found a positive but not a strong relationship between alienation and drug use. A cross cultural comparison between Indian and Caucasian high school students was made by Jatras (1981). He conducted this study on black adolescents and revealed that alienation was pervasive (i.e. subjects were alienated from both society and school). Here again it was hypothesized that the females feel less alienated than male adolescents. Jatras also reached the same conclusion that the females feel more alienated than males in all the situations particularly on normlessness and cultural estrangement.

Collins (1981) found significant relationship between alienation and achievement and between alienation and affiliation and concluded that alienated high school students experience low level of task accomplishment and do not enjoy the satisfaction that comes from academic success. Elovitz (1981) studied relationship between high school size and students alienation. The students in large schools were more alienated than the students in small schools. This study also revealed that small schools had the ability to reduce alienation in minority schools. A similar study was conducted by Grabe (1981) but in his study students of small school were found to be more alienated. Rideout conducted a study to find out the effect of two independent variables i.e. school size and location of school such as rural, urban and suburban. He concluded that size of school is significantly related to the dependent variable alienation than the location of school.

Bhatnagar (1980) conducted a study to identify relationship of administrative styles and administrative effectiveness of principals with the alienation of teachers in schools. She concluded in her study that alienation is found in all the teachers of colleges in varying degrees and the administrative effectiveness of college principals is also related to alienation of teachers. Rathore (1983) conducted a study to know the influence of teachers states of decisional participation upon their job alienation. In his study the state of decisional deprivation was found to be most alienating. Thus, efforts have been made to establish the relationship between the environment of the school, structure of the school, administrative effectiveness and participation in decision making and the alienation of school and college teachers.

Alienation plays an important role in administration too as it influences the effectiveness of administrators of an educational institutions or a factory or industry. Joshi (1984) found that alienation is found in all the employees to some extent and it is roughly normally distributed. Employees highly alienated possess low level of aspiration and vice versa. The ethical values and work values of the employees were also significantly related to their isolation and alienation while economic values were not. Job satisfaction of the employees was found to be related to their alienation as the employees more satisfied with their job were found to be less alienated and employees less satisfied were more alienated from their work. Income was not found to be significant in respect of their alienation.

STUDIES RELATED TO TEACHER'S MORALE

Virtue and ethics long neglected by analytic philosophy, is now the subject of interest. The traditional view that right action is the

central concern of morality is being challenged and the proponents of ethic of virtue suggest that morality should be as concerned with what sorts of person we ought to be as with what actions we ought to perform.

Hendon (1981) conducted a study to delineate Herbart's concept of morality in education and its influence upon education. According to Herbart, only secure basis for morality is the 'good will' itself as defined by 5 moral principles termed : inner freedom, perfection, benevolence, right, and equity. Since the attitudes are shaped by interests, the immediate goal for instruction, which is to be utilized also for its moral potential. The morale aim includes both 'individual' and 'social morality'. The concept of 'individual morality' is referred to in terms of 'moral character' and the quality of it is analysed in terms of 'moral habit', 'moral insight' and 'moral disposition'.

Herbartianism was a teacher centered movement in education. It was superseded by progressive education as the emphasis changed from teaching to learning.

Lynam (1980) and Coller (1976) conducted similar studies to relate teacher's morale with absenteeism and their feelings regarding attendance pressure. It was found that low morale teachers were more likely to exhibit absence behaviour than high morale teachers. Male and married teachers were caused to have lower absence record than female and unmarried teachers. The more often a teacher was absent, the more likely it was that the teacher would feel attendance pressure.

Bell (1980) tried to determine the difference in the means of discrepancy scores between ideal and real leader behaviour of teachers working with female and with, male Principals and if there is any difference in morale of teachers working with male/female Principals.

Data revealed that sex of the Principal does not affect teacher's morale. It was also found that sex of the teacher does not affect teacher morale, regardless of the age of teacher, the length of service at the school. Morale increases as the age and the length of service of the teacher increases, perhaps suggesting decreasing critical perceptions of the principal.

A similar study was conducted by Pederson (1980) and Kongteing (1980) to compare morale factors with personal and professional variables of teachers. It was concluded that school district type, and enrollment conditions were related to the factors of morale as measured by 'Perdue Teachers Opinionnaire' and supplement. Significant differences were found in morale scores of teachers on rapport with Principal, rapport among teachers, salaries, curriculum issues, school facilities and services etc. It was also found that female teachers had higher morale scores than male teachers on work load, curriculum issues, status and community pressures.

Murphy (1975) investigated the relationship between teachers perceptions of level of teacher's morale and organizational climate of selected schools. This study confirmed that the pattern of school administration is significantly related to the level of teacher's morale.

To determine the relationship between teacher morale and Principal/administrator's leadership style many similar studies have been conducted by Allred (1981), Bhalla (1975), Galloway (1975), Nagle (1975), Hill (1976), Walker (1976) and all of them concluded that teacher's morale is significantly related to both dimensions of leadership behaviour, the initiating structure and the consideration. Bhella said that teacher's satisfaction most probably is related to those things that happen directly with pupils inside classroom, over which Principal has little

influence. According to Galloway consideration was the best predictor of teacher morale the morale scores of teachers working under autocratic directors were lower than scores of those who were working under democratic directors. Morale and productivity were also found to be positively related.

To examine the relationship between teacher morale and Principal's philosophies of human nature and teachers involvement in decision making, Jefferson (1981) conducted a study and concluded that no significant relationship existed between human nature and teacher morale. There was found to be a positive relationship between teacher morale. There was found to be a positive relationship between teacher morale and teacher's actual and preferred participation in educational decision-making.

Jones (1975) conducted a study on the morale of public school teachers in Memphis Tennessee by a questionnaire concerning level of morale as shown by teachers, job satisfaction, administration, supply, equipment facilities, staff, pupil and community relationship and listed factors which contributed to high and low morale. Findings revealed that morale is not affected by age or professional training of teacher. Teacher dissatisfaction was linked with provisions for dealing with grievances and complaints, promotions and advancements, salary increases and sick leaves. Communication between teachers and administrative staff was considered inadequate. Lack of time for instructional planning was also found to be a factor contributing to low teacher morale.

Moser (1975), Weiser (1975) and Pugliese (1975) tried to find out the relationship between teachers morale and organizational climate, and they all found that low morale in teachers was associated

with school environment. Dissatisfaction among teachers varied according to organizational affiliation, teaching level, sex, age, experience, salary and future teaching plans. Weiser said that teachers who perceived the climate of school to be open had higher scores on morale.

To determine if a significant difference existed in the level of morale between teachers in open space and self contained classrooms Weinstein (1981) used 'Purdue Teacher Opinionnaire' and 'Spatial Design-Morale Inventory. He concluded that when morale was measured by PTO, there was no significant difference between open space and self contained classroom teachers. There appears to be no strong relationship between age, sex, years of experience and mean morale scores.

Henderson (1976) conducted a study to determine if elementary school teachers who perceived that they had high participation in school decision-making showed significantly higher morale and job satisfaction than teachers who felt that they had low participation in school decision-making. He also found a positive correlation between them. Teacher's feelings about the Principal's professional competencies, interest in teachers and their work, ability to communicate and skill in human relations were found to have a positive influence upon the morale and job satisfaction of teachers. Wasson (1981) also found similar results in his study.

Malone (1980) in his study that high teacher morale was one important characteristic of Principal's success and that administrator's leadership could develop high teacher morale. The Principal must not only meet the needs of the school community but also must satisfy the expectations of the staff members, he observed. Thorpe (1976) said that conditions affecting teacher's status, image and salary have strong impact

on morale of male teachers. It was also found that the level of teachers morale increases as experience in teaching increases.

Vaughan made a study to determine effects of open space environment upon teacher morale. The open space environment was shown to have a positive effect upon the morale of teachers. Brewer (1980) also studied the relationship existing among leadership style of Principals, the school climate and teachers' morale. It was found that leadership characteristics involving organization, communication, procedural methods, friendship, trust, respect and warmth are viewed similarly by teachers, Principals and superintendents. A closed climate indicated low morale and limited job satisfaction.

Liberman (1990) studied the effects of principal's leadership on teacher's morale, professionalism and style in the class-room. Analysis indicated that - (i) there is no relationship between principal authority and principal task dimension, (ii) The higher the principal task dimension, the higher , the expressive dimension of the principal. (iii) the lower the authority dimension of the principal, the higher the expressive dimension of the principal. (iv) The higher the task dimension of the principal the higher the professionalism of teachers. (v) The higher the expressive dimension of the principal, the higher the morale of the teacher. (vi) Principal authority is not related to teacher moral. (vii) The lower the authority of the principal, the higher the professionalism of teachers. (viii) Although, weakly associated, the higher the authority of the principal, the higher the authority of the teacher. (ix) Principal task orientation is not related to teacher task - orientation, and (x) principal expressive orientation is not related to teacher expressive orientation.

N.A. Sahalat (1975) in his study find out relationship between organizational climate and teacher morale. For his study he

selected 100 High Schools from the thirteen Talukas of Baroda District. He found that organizational climate in rural schools was autonomous and paternal, whereas in urban schools closed and open type were predominant and Teacher morale did not influence pupil's academic achievement.

I.A. Franklin (1975) identified the types of climate of the colleges of education of Gujarat and delineate the leadership behaviour patterns of college principals. He examined and assessed the impact of variables of organizational climate, teacher's morale and leadership behaviour on the effectiveness of teacher education programme at the B.Ed. level.

He found that the openness of climate in contrast to closeness of the climate did not lead to high or low effectiveness of the teacher education programme. However, the dimension, 'Espirito' indicates a significant effects on the low side. The background data of the teacher educator in colleges of education in Gujarat did not show any marked difference under the six climate categories viz the open, the autonomous, the controlled, the familiar the paternal and closed.

Mehta (1977) conducted a study to describe and evaluate institutional climate and teacher morale of the sampled colleges of Gujarat University. He found that positive and significant inter relation existed among institutional climate teacher morale and students control ideology of the teachers of affiliated colleges. The stratified sample consisted of 122 colleges.

STUDIES RELATED TO INSTITUTIONAL EFFECTIVENESS

Institutional effectiveness is defined as a total atmosphere of an institution which motivates teachers to work and produce good

students in the sense that their academic record is good and that it has a good reputation in the society.

To investigate into the relationship between school effectiveness and skills identified by Principals as most important for job performance defined in terms of school outcomes, Dauterine (1980) used Katz's model of administrative skills. Findings of the study revealed that there is no relationship between Katz's management skills and school effectiveness. Since Katz theory is supported by literature, an examination of instruments and procedures used in data collection were warranted.

Similar type of study was conducted by Howard (1980) to investigate if leader behaviour of Principal is related to job satisfaction of teachers, organizational effectiveness and student achievement. The study concluded that perceived leader behaviour of group facilitation explained a significant proportion of variance in job satisfaction. It was also significant to communication skills and consideration and proportional effect on organizational effectiveness.

A study was designed by Wongnianguisarn (1981) to identify the predominant style, and organizational effectiveness of the large manufacturing organization in Bangkok. Predominant managerial style was the 'constructive' or system. Employees desired for a more participative management system, which has a direct positive relationship with the effectiveness of the organization.

CONCLUDING REMARK

A review of research on organizational climate, leadership styles of Principals, teachers' alienation, teachers morale and institutional effectiveness, the variables involved in this study was presented in this chapter. It may be seen from this review that each of these variables has been studied in various contexts and in relation to a large number of

other variables; but their relationships with each of the variables involved in this study has not been studied in many investigations. There are not more than four-five studies which show how these variables are related to each other in the context of education. Obviously, on the basis of these too few studies no conclusive result can be drawn. Apart from this there are certain relationships which have not been studied at all. For example, relationship of principals' leadership styles with institutional effectiveness has not been studied at all, similarly, relationship between principals' leadership styles and institutional effectiveness has not been studied.

Thus, the inference can be drawn from this review that there is an urgent need for more and more studies in this area. A series of such studies may lead to some conclusive result about these relationships. The present study was conducted in this background.

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CHAPTER - III

METHOD AND PROCEDURE

"Educational research is that activity which is directed towards development of science of behaviour in educational situations. The ultimate aim of such a science is to provide knowledge that will permit the educator to achieve his goals by the most effective methods."

Apart from various factors, responsible for the efficiency of a principal and teachers like organizational climate, leadership styles, institutional effectiveness and teachers alienation and morale is worth considering. A teacher or principal is a human being and thus this attitude has an impact on the student's achievement.

The purpose of the study was to examine the differences and relationship of these variables in different organizational climates. In such type of studies neither any previous record nor any type of experimentation can be helpful in collecting the required information. Such type of informations can be collected only by administering some tests or inventories to the teachers and principals, and data are gathered about "What exists" from relatively large sample of a particular population.

In the present study the normative survey method has been considered to be more suitable for the purpose in order to reach at meaningful conclusions.

1. DESIGN OF THE STUDY :

The whole project was to organized that it could be carried out systematically. With this end in view the following steps were taken :

- i. Suitable tools were selected.
- ii) The principals and teachers of Intermediate Colleges of Jhansi Region (Jhansi, Jalaun, Lalitpur) were selected for this study.
- iii) Organizational climate, principal leadership style teachers Alienation and Morale and Institutional Effectiveness were assessed with the help of standardised tests.
- iv) The collected data were treated statistically.

2. SELECTION OF GROUP :

- i) Population : All the teachers and principals of Intermediate Colleges, Jhansi region, constituted the population for the present study. This population was of 150 principals and 1300 teachers.
- ii) Sample : Fifty (50) principals and three hundred (300) teachers were selected from fifty Intermediate Colleges of Jhansi Region. The sample was taken randomly.

Test of College Teacher's Morale, Teacher's Academic Alienation Scale, Organization Climate Questionnaire and Institutional Effectiveness Questionnaire administered to the teachers of these colleges who could be available and who willingly agreed to cooperate. The principals were rated with help of leadership style questionnaire of these colleges by the investigator.

3. TOOLS USED :

The selection of tools for a particular study depends upon various considerations such as objectives, availability of tools, techniques of scoring etc. Taking all these factors into consideration a review of measuring tools needed for the study was made. The following tools were used for measuring these variables.

1. Organizational climate Questionnaire constructed by Dr. Meenakshi Bhatnagar was used for measuring organizational climate of the institutions.
2. Principal's Leadership style was measured with the help of self made Leadership style questionnaire.
3. Institutional Effectiveness was measured by an Institutional Effectiveness scale (IES) constructed by this investigator.
4. Test of College Teacher's Morale (TCTM) by Dr. Y.K. Gupta & M.P. Kaushik was used for measuring teacher's morale.
5. Teacher's Academic Alienation Scale constructed by Dr. Amita Bhatnagar was used to measure the teacher's alienation.

Organizational climate is an enduring quality of the internal environment of the college that is experienced by the staff members and which influences their behaviour in a big way. This quality of the environment can be described in terms of values of a particular set of characteristics of the college. It is, always, the perceived aspects of the internal environments of the college. It is in this way that this variable has been defined and measured for the purpose of this study. Looking from this point of view Meenakshi Organizational Climate Questionnaire (MOCQ) was selected for the purpose of this study. It is described as follows :

ORGANIZATIONAL CLIMATE QUESTIONNAIRE (OCQ) :

For Measuring Organizational Climate of different organizations a large number of tools and questionnaires have been prepared. The pioneer work in this direction has been done by Halpin and Crofts who developed OCDQ, which has been adapted in India by Moti Lal Sharma.

After reviewing the original and adapted version of OCDQ, Bhatnagar found that neither original version nor adapted version of OCDQ is fit for use in Indian conditions. Halpin, himself, in his letter to Prof. R.P. Bhatnagar, Dean, Faculty of Education, Meerut University, Meerut, commented that OCDQ may not be suitable in Indian Culture. Therefore, she developed her own tool, "Organizational Climate Questionnaire" to measure organizational climate.

The purpose of the present study was to obtain a reliable and valid measure of organizational climate of institutions of higher education which could be used in Indian conditions. Bhatnagar's Organizational Climate Questionnaire was found to be most suitable and appropriate scale for this purpose. It describes organizational climate in terms of nine dimensions. These nine dimensions and their operational definitions are presented as follows :

0.1 DISHARMONY :

Conflicts and uncordial relationship among teachers, students and principals measured by items numbered 1, 10, 19, 28, 37, 46, 55, 64, 73, 82 of the questionnaire.

02. HINDRANCE :

It means conditions which stand in the way of teaching-learning. This is measured by items numbered 2, 11, 20, 29, 38, 47, 56, 65, ⁷⁴83 of the questionnaire.

03. SUPPORT AND SATISFACTION :

It means the support that students get from the school environment and the satisfaction they have with teachers, students, and other conditions of the school. It is measured by items numbered 3, 12, 21, 30, 39, 48, 57, 66, 75, 84 of the questionnaire.

04. AUTHORITARIANISM :

This refers to the authoritarian attitude of the principal, teachers etc. and is measured by items numbered 4, 13, 22, 31, 40, 49, 58, 67, 76, 85 of the questionnaire.

05. THRUST :

This refers to emphasis on goal - achievement in the behaviour of the teachers and principals, etc., particularly emphasis and efforts on enabling the students to learn and grow in the right direction. It is measured by items numbered 5, 14, 23, 32, 41, 50, 59, 68, 77, 86 of the questionnaire.

06. DEMOCRACY AND FREEDOM :

This refers to democratic way of functioning of the principal and teachers and freedom granted to the students. It is measured by items numbered 6, 15, 24, 33, 42, 51, 60, 69, 78, 87 of the questionnaire.

07. ACADEMIC EMPHASIS :

This refers to emphasis on academic activities and programmes by the principal and teachers. It is measured by items numbered 7, 16, 25, 34, 43, 52, 61, 70, 79, 88 of the questionnaire.

08. DISCIPLINE AND CONTROL :

This refers to the extent to which discipline is ensured and control over students and teachers is exercised. It is measured by items numbered 8, 17, 26, 35, 44, 53, 62, 71, 80, 89 of the questionnaire.

09. LACK OF FACILITIES :

This refers to the facilities that are needed, but are not made available to the students and teachers. It is measured by items numbered 9, 18, 27, 36, 45, 54, 63, 72, 81, 90.

It is in terms of these dimensions that organizational climate has been defined for the purpose of this study also. A combination of these positive-negative characteristics defines the type of climate an institution may be said to have.

Thus the Organizational Climate Questionnaire provides nine sub-scores and a total score for each subject which indicate subjects perception of Organizational Climate of the Institution. Positive items are scored as 5, 4, 3, 2, 1 while negative items of dimensions 1, 2, 4 and 9 are scored as 1, 2, 3, 4 and 5. The total score is obtained by summing up the scores on all the positive-negative items dimensionwise.

The Organizational Climate Questionnaire is a very carefully constructed scale. The author while constructing the tool, passed through all the steps of test construction very systematically. She subjected each item of the scale to a process of item-analysis, whereby only those items which significantly discriminated between high and low groups on the OCQ were selected for the final form of the scale.

The Organizational Climate Questionnaire consists of 90 items. Each of the 9 dimensions contained 10 items. It is a likert type scale consisting of a series of items on which teachers rate the climate of their school on a five-point scale yielding scores ranging from 1 to 5 on each item.

ADMINISTRATION :

The test is very easy to administer and most subjects find it interesting. There is no time-limit for completing the test, yet it can be completed within 25 minutes. Instructions are given on the first

page of the questionnaire. Subjects are asked to read each statement carefully and think as to how far each statement is true about their own school. The subjects have to indicate their response on a separate response sheet by marking a tick (✓) mark in one of the column given against each item.

SCORING :

Scoring is done with the help of printed scoring Response Sheet. There are nine columns in the scoring response-sheet. Each column is for one dimension of Organizational Climate, i.e. all the items in a particular column are for one particular dimension. Scoring system is based on a five point Likert-type scale. The dimensional total scores may vary from 9 to 45. The total score is calculated by subtracting the total score on dimensions 1, 2, 4 and 9 from the total of scores on dimensions 3, 5, 6, 7 and 8. It may vary between 9 - 45 with 27 being the expected average. The dimensional scores also may vary between 9 and 45 with 27 as an expected average.

RELIABILITIES :

Reliability coefficients for each of the nine dimensions were established by the author using the KR-21 formula. The coefficient of reliabilities of the test has also been obtained by the present investigator. All these reliability coefficients are given in the Table -1.

TABLE -1

KR-21 RELIABILITIES OF OCQ - DIMENSIONS

SR. #	DIMENSIONS	COEFFICIENTS REPORTED BY THE AUTHOR OF OCQ	COEFFICIENT OBTAINED BY THE INVESTIGATOR
D-1	Disharmony	.842	.823
D-2	Hindrance	.766	.801
D-3	Support & Satisfaction	.888	.871
D-4	Authoritarianism	.797	.793
D-5	Thrust	.898	.854
D-6	Democracy and Freedom	.875	.836
D-7	Academic Emphasis	.819	.823
D-8	Discipline and Control	.819	.823
D-9	Lack of Facilities	.842	.814

VALIDITY OF THE OCQ :

The author of Organizational Climate Questionnaire has established the content validity of her tool. Content validity tells how adequately the test samples the larger universe of situations. The key aspect in content validity is that of sampling. A test is always a sample of the many questions that could be asked. Content validity, then, is a matter of determining whether the sample is representative of the larger universe it is supposed to represent. Unfortunately, there is no statistical procedure for determining the content validity. Only a careful logical analysis of the universe of the items and the items selected may help in assessing content validity. The items were constructed to sample each dimension of Organizational Climate Questionnaire as

systematically and fully as possible. Then, efforts were made to get the experts judge and assess whether they were measuring the same aspect as was intended to be measured. Furthermore, the items in the scale had 100 percent agreement amongst experts regarding their suitability to measure organizational climate of the school. Thus Organizational Climate Questionnaire may be accepted as a valid tool.

MEASURING TEACHERS' ALIENATION

The present study involved a measurement of teachers' alienation. Again, teacher's alienation was visualized in this study as alienation in the college context, not alienation in general as measured by Dean's Scale and various other scales described in the literature. For this purpose alienation of teachers was defined in this study as a syndrome of feelings of indifference, disgust and frustration in situations of college life, negative attitudes towards teaching and related college work, lack of interest in related college life situations, lack of identification with the college, fellow teachers and students, carelessness in teaching and social relations, not cooperating with the Principal and other teacher colleagues and so on. To measure teachers' alienation as perceived and defined above Bhatnagar's Teachers' Academic Alienation Scale was used.

Construction of the Scale :

Having defined the Teachers' Alienation as described in the foregoing section, the author of the scale started constructing items based on behaviours in which feelings of alienation as mentioned earlier were reflected. Initially fifty two items had been written out and they constituted the Draft Teacher Alienation Scale. These were tried out before they were finally got printed for use in the present study. These

items were grouped under the same three dimensions of the Dean's Scale, powerlessness, meaninglessness, isolation, but, for the purpose of this scale, in the context of teaching-learning organized in the colleges. Following further steps were involved in the construction of the scale :

- (1) Administering these items to one hundred high school and college teachers drawn randomly from the district of Bijnor.
- (2) Analyzing the items in terms of their discriminative power to differentiate between the top and the bottom groups on the total scale.
- (3) Reassembling items and forming the scale by using the items that differentiated best.

The scale so prepared followed the procedure underlying the Likert technique. Hence, this may be considered a Likert-Type Scale which is a summated scale consisting of a series of items to which the subjects respond. The respondent indicates agreement or disagreement with each item on an intensity scale. The Likert technique produces an ordinal scale that generally requires non-parametric statistics. The scale is highly reliable when it comes to a rough ordering of people with regard to a particular attitude or attitude complex. The score includes a measure of intensity as expressed on each statement.

- (4) Finding out reliability coefficient of the scale by using the test-retest method. For this purpose the scores of the foregoing High School teachers on the finally selected items were correlated with the scores of the same individuals retested with the same alienation scale once again.
- (5) Finding out the validity coefficient of the scale against the Dean's Alienation Scale. For this purpose Dean's Scale was also

administered to the same 100 High School teachers along with the Teachers' Alienation Scale. Scores obtained on these two scales were correlated together and a coefficient was obtained. This came to be +0.56, which may be considered satisfactory in view of the fact that the two scales are not exactly alike. The Dean's Scale measures alienation in general while Teachers Alienation Scale measures alienation with special reference to the activity of teaching. Validity of any test or scale the author argues is a ticklish problem. It is difficult to assume with certainty that a test will be valid. It is a problem ad infinitum; yet, some evidence of the fact that the test or the scale measures the trait in reference may be obtained by correlating it with some similar measure. Face validity, therefore, is the most important aspect on which one should depend. To ascertain this the scale was given to several teacher educators having good background of test-construction who were requested to read each item and tell how satisfactorily they measured teachers' alienation. All of them expressed great satisfaction with the items of the scale.

Originally a questionnaire of 52 items was prepared. All these items were made to measure all the four dimensions or meaninglessness, powerlessness, normlessness and self-estrangement in the context of the academic work and college life. How many items should measure each of these four dimensions was not considered important as the whole of the questionnaire was designed to yield one single score. This questionnaire of 52 items was given to three staff-members of the Education Department of Meerut University to judge and report if some items, in their opinion, did not measure alienation as

defined for the purpose of this study. If some of them expressed some doubts about some items, these were reviewed and changed either with regard to the language content or the psychological content. With these revised items the questionnaire was got cyclostyled, the number of questions remaining the same i.e. 52 questions.

The responses to these items were obtained on a separate answersheet on which each item had to be rated by the teachers on a five-point rating scale by encircling one of the ratings ranging from 1 to 5. His rating would indicate as to what extent the item was true about him - the rating of 5 would mean that it was very true about him - while the rating of 1 would mean that it was totally wrong about him, yielding, in this way, a specific score for alienation on each item.

Item Analysis :

This preliminary form of the questionnaire was, then, administered to one hundred teachers of the intermediate colleges of the district of Bijnor. Their response-sheets were, then, scored and arranged in a pile according to the magnitude of the total scores, the highest score script being at the top, then next lower and so on. Having done that middle 34 response-sheets were taken out leaving therein 33 in the top group and 33 in the bottom group. After this, mean scores on each item in each of the top and the bottom group were computed. Their differences were calculated.

On the basis of these differences items were either selected or rejected using top minus bottom values formula. An item which had a difference of +1.0 and above was selected. On the other hand if an item had the mean difference of +1.0 or less including the negative difference, if any, was rejected. In this way 12 items were

rejected and 40 were selected as shown in Table-1. In fact, this mean difference should have been tested for significance by using t-test., But this would have involved a lot of computation work. Hence, by observing the data a shortcut method was evolved. The truth of this was verified by testing the significance of difference by applying the t-test in case of a few critical items. The earlier decisions made on the basis of the short-cut method did not change after this verification.

Thus, 40 items so selected may be considered valid as their behaviour (discrimination between top and the bottom groups) was found to be almost similar to that of the whole test.

Thus, a homogenous scale of 40 items was finally prepared and was subjected to further refinement. At this stage the reliability and the validity of the scale were worked out.

Reliability of the Alienation Scale :

The test-retest reliability, that is, coefficient of stability was computed for this scale. In order to find out test-retest reliability the scale was re-administered to the same group of teachers of Intermediate colleges of the district of Bijnor, But this time in spite of the best efforts on the part of the researcher not more than 90 teachers out of one hundred could be available. Hence the scores of these 90 were correlated with the scores of the same 90 to whom the scale had been administered earlier at the item-analysis stage (now scored only for the finally selected 40 items). The coefficient of this correlation was found to be +0.70 which may be considered satisfactory for the present study also.

The scale may be considered sufficiently reliable in view of the nature of the construct of alienation which is not as clearly defined and understood as intelligence or any other cognitive ability.

Validity of the Alienation Scale :

It is extremely difficult, if not impossible, to find out the validity of any psychological tool as no valid criteria are obtainable. This problem was faced in case of the said alienation scale also. Having reviewed a number of tools existing and measuring alienation, Dean's Scale was considered to be the most suitable criterion measure against which evidence of the validity of the present Teachers' Alienation Scale could be gathered. This tool measures alienation of a general type. Teachers' Alienation Scale was designed to measure alienation present in the teachers with special reference to academic work and college life. Yet, basically, both measure some kind of alienation. Hence, they must be significantly correlated with each other. Specific and general alienations can not be much different. They should be expected to have a large component of communality. Basing on this argument the validity of the present Teachers' Alienation Scale was found by correlating the scores on this with the scores on the Dean's Scale for the same group of teachers on whom the Teachers' Alienation Scale was initially administered for item-analysis. The same group of teachers were also administered after a month the Dean's Scale. But, not all the 100 teachers returned the Dean's response-sheet. Only 90 responsesheets could be collected. Hence, validity of the present Teachers' Alienation Scale was established only on a sample of 90 teachers and against Dean's scale which was

found to be +0.60, which may be considered sufficiently high in view of the less alike criterion used for computing the validity coefficient.

MEASURING TEACHER'S MORALE :

For measuring the teachers morale the tool constructed by Dr. Y.K. Gupta and Dr. M.P. Kaushik was used in the present study. Morale has been defined as an individual's positive-negative feelings about some related aspects of the College and its functioning . In other words, it is the positive-negative perceptions of students of teaching-learning and other conditions prevailing in the College . The positive perception indicates high morale while the negative perception indicates low morale. High or low morale are conditions of one's psychological make-up which result out of one's experiences. Bitter or unpleasant experiences lead to low morale; good and pleasant experiences result into high morale. Low and high morale both are reflected into specific kinds of overt behaviours. High morale is reflected into positive, constructive, hopeful, optimistic verbal behaviours. Low morale, on the other hand, is reflected into behaviours which are of pessimistic, destructive, decrying, grumbling nature. A large number of feelings expressed in the overt behaviour constitute the state of mind which is designated as the "morale". Such behaviours as are indicative of feelings of responsibility, positive-negative attitudes towards the College and its programmes, interest in work, criticism of College its various aspects, teachers and ; teaching, difficulties motivation or lack of motivation, complaints of various things, liking or disliking the school and its functioning, high or low aspirations, feelings of frustration, feelings of satisfaction and enjoyment, appreciation for the school and its life, feelings of helplessness

perceived to be caused by College conditions, etc. constitute a broad spectrum of indicators of student morale. They may be classified under three broad categories or dimensions such as :

- (a) Appreciation-hopefulness-liking and interest.
- (b) Criticism and complaints-frustration-fear and anxiety.
- (c) Satisfaction-high aspiration-high motivation-high interest.

Each of these dimensions is visualised to be bipolar, one extreme indicating high morale and another indicating low morale. In order to identify these dimensions and operative behavioural referents, the researcher did a lot of reading and review of related literature and available tests. This has already been detailed out in Chapter-II. This was considered essential for planning a good test of morale. In fact very few tests measuring morale could be available. Those which were available were not considered suitable for the purpose of this study for several reasons.

THE PRELIMINARY FORM OF TCTM

Having defined morale as described earlier, the researcher started constructing items. While constructing items the researcher carefully focussed his attention on two aspects of each item – the situational content and the psychological content. The situational content included the school and its conditions. The teachers, the school programmes, teaching-learning, discipline, students; interpersonal contacts and many other conditions forming part of students school life. The psychological content of each item was drawn from the universe of students feelings, attitudes, interest, motivation, etc. as described earlier.

Keeping these two aspect in mind 100 items were constructed in the first instance. They were, then, discussed one by one with the supervisor.

As a result of this discussion many of them were changed or replaced by new ones. A fresh list of these was then, prepared. Then they were discussed with two more experts. Finally a test of 80 apparently good items was prepared. The language of each item was also scrutinised in order to make it understandable by college teachers. This test was cyclostyled. A separate answersheet was also prepared. Having prepared and cylcostyled the preliminary form of the test and its answersheet, it was subjected to item analysis for selecting the most valid and reliable items. A decision had already been taken to construct a Test of Morale containing 50 to 60 items in the long run.

ITEM-ANALYSIS OF TCTM:

In order to evaluate the items contained in this preliminary form of the test, a try-out was carried out. For this purpose the test was administered to 50 teachers of Intermediate colleges of Moradabad city. It was considered that the sample population of teachers of these colleges must not be very much different from the total population. This was the hunch of the researcher developed out of his own experience. The experiences reflected in the test items may not vary over larger population. For the purpose of item-analysis this sample was considered roughly representative of the larger population on which this study was based. Having administered and scored the test-papers an item-statistics were calculated. Two item-indicates were computed – the item applicability (or item-difficulty) and item-validity.

Item-applicability was defined in terms of the maximum and minimum percentage of scores obtained on each item. Since each item was to be rated on a 5-pt. Scale, the minimum and maximum possible score on all the items could be only 50 and 250. Hence, it was possible to

convert the obtained score into percentage by dividing it by 250 and multiplying the dividend by 100. In this way obtained scores for all the 80 items were converted into percentages. These were termed as item-applicability indices. Items having applicability values between 20-80 were considered fit for being retained in the final form of the test. Items that had indices below 20 and above 80 were considered not functional and, hence, having unusually low applicability. These items, if retained, would not discriminate among the subjects located very high and very low on the continuum or morale.

Item-validity was defined as the correlation of the item with the whole test. This index would reveal the extent to which it would measure the same trait as was being measured by the whole test. An item was considered to be valid to the extent it would correlate with the whole test. To compute this index E-13 value which is a kind of point-biserial correlation was worked out for each item by using the following formula:

$$E_{13} = -\frac{T-B}{N/3} \text{ in which}$$

T = Number of persons in the sample getting a score of 1 in the top group.

B = Number of persons in the sample getting a score of 1 in the bottom group.

N = Size of the sample divided by 3.

Only those items were selected out of these 80 subjected to

discrimination index was 0.30 or above this. Taking all these items which were selected, a new test of 60 items was assembled afresh.

THE FINAL FORM OF TCTM

The final form of the 60 item test was made out of the items selected in the manner as described earlier. These items were re-arranged and cyclostyled again. A fresh answersheet for this newly assembled test was also prepared.

STANDARDIZATION OF TCTM

The final form of the Test of Morale and its responsesheet, thus prepared, were then standardized. For this purpose the reliability and validity of the Test were established on a small sample of college teachers. The same sample of 50 teachers which was used for item-analysis formed the basis of computing reliability and validity also.

RELIABILITY

Test-retest reliability was established for this test. For this purpose the test was re-administered to these teachers after a gap of 15 days. Their scores were obtained after scoring each answersheet. This yielded the set of score on the second administration of the test. To obtain the scores of the first administration for the same 50 teachers, the item-analysis data were utilize. The answersheets of 50 teachers to whom the test was administered for the purpose of item-analysis were rescored only for these 50 teachers and for the items retained in the final form of the test. This yielded the scores for these 50 teachers on the first administration. Product-moment correlation by scatteriagram method was calculated between these two sets of scores. .

The reliability coefficient thus calculated came to be 0.826 which may be considered satisfactory. It is not very high; but a high coefficient in case of such tests can not be expected also.

Utilizing the scores for these 50 students obtained on the basis of the second administration, K-R reliability was also worked out for this test. For this purpose the mean and the S.D. of the test were calculated first. They were found to be 48.20 and 8.5 respectively. Using these mean and the S.D., K-R reliability was found by the following K-R, 21 formula :

$$\text{K-R Reliability} = 1 - \frac{M(K-M)}{KS^2} \quad \text{in which}$$

M = Mean of the Test

S = S.D. of the Test

K = Number of items in the test.

Substituting the values of mean, S.D. and K, it worked out as follows :

$$R = 1 - \frac{240(60 - 240)}{(52.1)^2 \times 60} = 1 - .265 = 0.735$$

The Kuder-Rechardson formula-21 provides a conservative estimate of reliability. Since it is based on the consistency of response from item to item, it will tend to provide smaller correlation coefficients than other methods. In view of this observation, it may be thought that this K-R reliability of 0.735 is almost as good as the test-retest reliability of 0.826 as found earlier.

VALIDITY OF TCTM :

In order to find out the validity of the test efforts were made to search for an appropriate criterion. A few tests of morale were available, but they were all prepared for graduate students. No such tool was available which was particularly prepared for college teachers. Hence, the Graduate Students' Test of Morale was used as the criterion test for finding out the validity of the test. A review of the items contained in this criterion test revealed that there were only 5 or 6 items which were not suitable as they used terms like "lecturers", "departments", "B.A." instead of teacher, College, Inter College etc. These words were replaced by other suitable words and terms at the stage of administration of this test. In this way, two sets of scores for the students of the same sample on which TCTM reliability was established were obtained - one set on TCTM and the other on Tyagi's Graduate Students' Test of Morale. Phi coefficient of correlation was computed between these two sets of scores using top 33 per cent and bottom 33 per cent dichotomies on both the tests. The following table was prepared for this purpose :

TABLE -2

PHI-CORRELATIONS BETWEEN TCTM AND TYAGI'S TEST OF MORALE

	B	T	
T	5 _B	24 _A	29
B	14 _D	7 _C	21
	19	31	50

Phi coefficient of correlation was calculated from this table as follows:

$$\begin{aligned} \text{Phi } \phi &= \frac{AD - BC}{\sqrt{(A+B)(C+D)(B+D)(A+C)}} = \frac{(24 \times 14) - (5 \times 7)}{\sqrt{29 \times 21 \times 31 \times 19}} = \frac{336 - 35}{\sqrt{358701}} \\ &= \frac{301}{598.12} = .503. \end{aligned}$$

The correlation came to be + 0.503 which may be considered satisfactory in the present case.

CONSTRUCTION OF LEADERSHIP STYLE QUESTIONNAIRE

Leadership is insaparably bound with the achievement of organizational goals. Effective leaders are the basic and scarest resources of any enterprize. The term leadership points out to a person who is holding and administrative position such as principal of a college. The principal is the key point for controlling all college activities, one who is responsible for all administrative process and maintains the discipline in the College, tackles the staff members, is involved in decision making, controls the students and maintains a climate of the college through good relationship with his teaching staff. Every principal does these things in his own way. In other words he devclops his style of functioning which may be termed as his leadership style.

Principals leadership style measured through a test constructed by the researcher herself. It is constructed with the help and as well as the guidelines of the test prepared by Dr. R.P. Bhatnagar and Robert Blake and Jarre Monton. It measures five leadership styles as discussed in the following pages.

All the leadership theories have defined leadership styles in terms of two broad dimension concern for task and concern for people. Taking to dimension Robert Blake and Jame Mouton developed the concept of managerial grid which is based on the argument that every leader has discernible administrative or leadership style which is composite of these two dimensions. Since, no leader can be wholly task-oriented or wholly people oriented or have a variable position some where on both these dimensions. This grid basically represents five points of leadership styles. These are shown on horizontal and vertical dimensions of the grid on 1 to 9 scale or degree. Blake and Mounon argued that a leader's managerial style is a point on the grid, they have identified five combinations of style, for illustrative purposes, out of 81 possible combinations. These five combinations are outline as follows :

HIGH

9	1,9									9,1
8										
7										
6										
5					5,5					
4										
3										
2										
1	1,1									9,1
	LOW 1	2	3	4	5	6	7	8	9	HIGH

Concern for people

Concern for task

Impoverished leadership :

(1-1) Low concern for task and for people : In this combination, leaders are apathetic and irresponsible. Their attitude towards getting things done from and maintaining relationships with

people are casual and confused. They regard people as lazy and underdeveloped and hence think that no amount of leadership will change the frozen attitudes of people.

Country Club Leadership :

(1-9) Low concern for production and high concern for people : In this combination, the leader takes great interest in keeping his people in good humour and friendly relations with people so that an amiable climate will motivate people to work with enthusiasm. Such a leader gives little importance to task matters and work requirements of people. He is overly human relations oriented.

Task Leadership :

(9-1) High concern for task and low concern for people. This is an antithesis of country club leadership. In this combination, the leader swings to the other extreme and adopts a directive style to get his people work for the organization. His focus is on task performance by planning and controlling the production environment . Other considerations like people's needs and satisfaction are secondary matters.

Middle of the Road Leadership.

5-5 Moderate concern for task and people : This is a sage style, not to push too much in either direction but to achieve a satisfactory balance between the requirements of production and of people.

Team Leadership :

9-9 High concern for task and people : This is regarded as the most effective leadership. An attempt is made to bring about an integration and harmony between the needs of people and of production. A highly encouraging organizational climate of commitment co-operation, trust and hope are created by the leader.

According to this concept 9-9 leadership is the most desirable approach in the long run than others and Grid concept can be used to enable principal and managers to identify their current leadership behavioural position. Those principals and managers who are in lower positions in their institutions for people and task can be exposed to some training programme to enable them to move to 9-9 positions. It has emphasis not only on leadership training but also on Organizational Development.

Keeping these aspects in mind for the development of leadership of principals, a leadership style questionnaire has been developed for the measurement of leadership styles of the principals.

PREPARATION OF THE QUESTIONNAIRE :

Leadership style questionnaire is comprised of 60 items with all four dimensions (underlying philosophy, planning and goal setting, way of implementation of decisions and performance evaluation). The questionnaire has 10 situations, each of which contains six questions responses to which are indicative of the dominant leadership styles. It is a rating scale type questionnaire in which each situation is subjected to five different behaviours. A 5 point rating scale is used for getting responses varying from being "completely characteristic" to "completely uncharacteristic".

After preparing preliminary form of the questionnaire, it was given to various teacher educators, educationists and experts in the field and they were asked to give their opinion about the validity of the questions. The author took the advice of these people and the doubtful questions were rejected. This questionnaire was given to 10 Principals of Intermediate colleges also and on the basis of their

responses their leadership styles were determined. In the final form of the questionnaire there were only 60 items which were covering all the four dimensions of philosophy, planning, implementation and evaluation and five kinds of leadership styles. Every dimension had 3 situations and for each situation there were 5 alternative responses which had to be rated on a 5 point grid according to the importance given to the response. In this manner all the ten situations representing 60 response alternative are rated and on the basis of these responses a separate scoring sheet is prepared according to the weightage given to every item. This scoring sheet is obtained separately for each individual's response and by adding the total scores on different leadership styles (9-9, 9-1, 5-5, 1-9, 1-1) an individual's leadership style is determined. Highest score on the style achieved by an individual is said to be his leadership or managerial style. For example if an individual Principal obtained highest total scores on 9-9 style he is said to be a Principal who believes to give equal and high importance to his subordinates and the work both. Such Principals give high consideration to the work and at the same time they are highly involved with the needs and satisfaction of teachers. In this manner, the style of leadership of Principals is identified.

Reliability and Validity :

To know the reliability of the tool test-retest method of finding reliability was used. For this the same questionnaire was given to the same 15 Principals after a gap of 30 days and a coefficient of correlation was calculated between the two sets of scores. It was found that there is no significant difference between the scores, hence it was concluded that the tool is reliable. Reliability coefficient of the test

is also calculated with the help of test retest method and it is found +.66 which shows the test is reliable. For determining the validity of the tool the author relied upon only face validity of the tool. He did not find construct validity of the tool. For knowing face validity the questionnaire was given to several teachers and Principals of the colleges and all of them approved it for its validity to measure the leadership styles of Principals.

CONSTRUCTION OF INSTITUTIONAL EFFECTIVENESS SCALE :

It is difficult to define Institutional effectiveness as there can not be just one indicator of it. One most used indicator is the student's learning which is manifest in the marks. It is not secret that these are not reliable and valid. Marks and grades can be earned by students in several ways by hard work by cheating and using unfair means in the examination etc. They may be not be due to teaching alone. Hence for the purpose of this study institutional effectiveness has been defined as the teaching process as perceived by the students themselves. It would mean good or bad impressions carried by the students about teaching in their schools. It was measured on the basis of student's perceptions only. If the students feel they are taught well with care and sincerity using effective methods and strategies keeping in mind their future welfare, it may be considered that the institution was effective.

For measuring institutional effectiveness as defined above Institutional Effectiveness Scale (IES) was prepared by the researcher herself which was based on the perceptions of students about various aspects of teaching such as, teachers' classroom behaviour, teaching methods and strategies used by him, teachers' interaction with students,

students' appraisal by the teachers, sincere preparation for teaching by teachers, taking classes regularly teachers' efforts on motivating students, helping, guiding and counselling students by teachers, efforts on maintaining discipline by teachers in the class and outside the class, control of activities and forces disrupting classroom teaching etc. Its construction and standardization has been described as follows :

Measuring Institutional Effectiveness :

This was another variable used in the study. To measure this the investigator prepared a tool herself. As described earlier, institutional effectiveness was defined in this study in terms of the total atmosphere of the institution, teachers' job satisfaction, students' achievement, public image of the college etc. To prepare this, the investigator first analysed and collected all possible situations in which the atmosphere and climate of the institution and other indicators of institutional effectiveness are reflected through the behaviours and attitudes of teacher. The responses on items indicated what they would think of the quality of teaching in their institution, teachers - principal's concern for teaching general discipline of the institution, image of the college in public and the academic achievement of their students etc.

Construction of Institutional Effectiveness Scale (IES) :

Keeping in mind the above criteria, the investigator first enlisted all possible behaviours determining institutional effectiveness. There were about 80 items initially which the researcher selected after discussing with her supervisor and other eminent specialists in the field. She also keep help in writing the items from other readymade tools and questionnaires. These were, then, discussed with the supervisor at different intervals to determine their relevance for measuring

effectiveness of institution. Efforts were made to improve the language and to remove ambiguity, vagueness and subjectivity found in the items. The overlapping of items were critically examined and some of them were rejected. In this way, the items collected through various sources were thoroughly, screened and edited. After screening, all the items were arranged serially in random order. Thus, a rest of 58 items was prepared and ultimately it was cyclostyled.

The Preliminary form of the Scale :

The preliminary form of Institutional effectiveness Scale (IES) was comprised of 58 items covering all the different dimensions of institutional effectiveness. It was a likert type five point rating scale. Each item therefore, contained five response alternatives such as strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. It was a self-administering tool without any time limit. The instructions said that no item should be omitted and that there was nothing right or wrong about the items. This scale did not contain any negatively worded item. The scoring was based on a five point Likert type scale carrying scores as strongly agree (5) agree (4) neither agree, nor disagree (3) disagree (2) strongly disagree (1). Thus a response of strongly agree was given a score of 5 and so on. The theoretical possible range of scores on the whole test was from 58 to 290, the higher score indicating higher level of institutional effectiveness.

Pre- Try-out :

For the purpose of pre-try out, the preliminary form of the scale was administered to 10 school teachers of Jhansi who were considered as constituting parallel population to the one included in this study. A pre try out is a preliminary administration of the test to a small sample

respondents for the purpose of discovering gross deficiencies with no institutions to analyse pre - try out data for individual items. As a result of this try out minor changes were made in language etc.

Item Analysis and Final Selection of Items :

After making some changes in the language of questions and instructions, the scale was again administered on 100 teachers from different Inter Colleges of Jhansi. They were requested to follow the instructions given in the questionnaire. These questionnaires were scored on the basis of five point rating scale as the scale was designed on the lines of Likert Method.

The procedure used to judge the quality of an item is called item analysis. The judgement for selecting an item is based upon the discrimination power, difficulty level and content validity of the item. To determine the difficulty level and discrimination power, the investigator arranged the subjects in ascending order according to the magnitude of their scores. The top 27% were selected as upper group and bottom 27% were selected as lower group and these two groups were used for item analysis. To find out the discrimination power of each item, test of significance was applied to both scores. Because the total number of individuals in higher group and lower group was only 9 in each case, t-value was calculated. First of all means and standard deviation were calculated for each of the higher and lower group.

Following formulas were used.

$$M = \frac{\sum x}{n} \text{ where } \sum x \text{ is total of scores}$$

$$S.D. = \sqrt{\frac{\text{n is number of individuals} \quad (x_1 - M_1)^2 + (x_2 - M_2)^2}{(N_1 - 1) + (N - 1)}}$$

Standard Error SED of the sample was calculated by the following formula

$$SED = SD \sqrt{\frac{N_1 + N_2}{N_1 \cdot N_2}}$$

For calculating t-value, following formula was used.

$$CR = -\frac{D}{\sigma D} \text{ where } D = \text{difference between sample means} \\ (M_1 - M_2)$$

σD = Standard errors of the sample.

Thus, using the t - values, the significance for each item was tested at .05 and .01 level of significance. The t-value ranged from .34 to 5.10. The items having values of 2.01 or more were selected. The value of each item is shown in the table.3.

It may be seen from this table that only 45 items were selected at .05 and .01 level and items number 23, 24, 26, 27, 29, 30, 34, 37, 41, 45, 49, 50 and 54 were not selected at this level. these selected items were reassembled and final form of the "Insitutional Effectiveness Scale" was prepared.

The final form of the test :

The final form of the "Institutional Effectiveness Scale" contained only 45 items representing various dimensions of institutional effectiveness. It is a Likert type five point rating scale. Each item has five response alternatives. strongly disagree (1) , (2) neither agree nor disagree (3), (4) strongly agree, (5). It is a self administering tool with

instructions printed on the first page of the questionnaire. Space for alternative responses is also provided in the format against each question. There is no time limit and there is nothing right or wrong about these items. No item is negatively worded. Scoring is done by giving mark for strongly disagree response and so on. Thus, the sum of total scores on the effectiveness scale varies from 45 to 225. In this way, a score of 45 represents the lowest level of institutional effectiveness and a score 225 represents the highest level of institutional effectiveness of the respondents. The reliability and validity of the scale were worked out at this stage as discussed in the following section.

Table - 3

Item-Analysis Of Institutional Effectiveness Scale

	Upper gr.	Lower gr.	Difference				
S.No.	M ₁	M ₂	M ₁ -M ₂	S.D	SED	C.R/'t'	Remark
1	1.9	3.8	1.9	1.47	.66	2.88	S
2	1.5	2.5	1.0	.92	.40	2.50	S
3	1.6	3.7	2.1	1.35	.60	3.50	S
4	1.2	2.8	1.6	1.38	.60	2.67	S
5	1.0	2.6	1.6	1.88	.52	3.07	S
6	1.2	3.3	2.1	1.01	.53	3.96	S
7	1.7	3.8	2.1	1.25	.49	4.28	S
8	2.2	3.5	1.3	1.37	.61	2.13	S
9	1.9	4.0	2.1	1.21	.53	3.96	S
10	1.1	2.9	1.8	1.82	.58	3.10	S
11	1.0	2.4	1.4	1.20	.55	2.55	S
12	2.2	3.5	1.3	1.49	.64	3.03	S
13	1.3	3.0	1.7	.94	.45	3.77	S
14	1.2	3.6	2.4	.99	.47	5.10	S
15	2.0	3.4	1.4	1.27	.57	2.45	S
16	1.2	3.4	2.2	1.02	.50	4.40	S

17	2.8	4.3	1.5	1.49	.62	2.41	S
18	1.4	3.3	1.9	1.21	.58	3.27	S
19	2.3	4.0	1.7	1.35	.60	2.83	S
20	1.1	2.4	1.3	1.09	.49	2.65	S
21	1.0	2.7	1.7	1.05	.47	3.61	S
22	1.4	2.6	1.2	1.09	.45	2.66	S
23	1.4	1.9	0.5	.81	.39	1.28	R
24	1.6	2.4	0.8	1.21	.40	2.00	R
25	1.2	2.3	1.2	.97	.48	2.50	S
26	3.2	3.9	0.7	1.51	.58	1.20	R
27	2.1	2.3	0.2	1.35	.59	.34	R
28	2.5	4.0	1.5	1.47	.65	2.30	S
29	2.3	3.6	1.3	1.54	.69	1.88	R
30	1.9	2.5	0.6	1.150	.47	1.27	R
31	2.3	1.74	.88	.94	.35	2.51	S
32	2.4	4.00	1.6	1.49	.67	2.38	S
33	1.5	2.50	1.00	1.02	.43	2.33	S
34	1.7	2.3	.6	.9	.41	1.46	R
35	1.2	2.9	1.7	1.34	.62	2.74	S
36	1.0	2.9	1.9	1.04	.49	3.87	S
37	3.4	4.1	.7	1.59	.79	.89	R
38	1.9	3.8	1.9	1.47	.66	2.88	S
39	1.3	2.6	1.3	1.71	.52	2.5	S
40	2.7	4.4	1.7	1.52	.67	2.09	S
41	4.1	3.9	.2	.94	.45	.44	R
42	1.2	3.8	1.6	1.11	.47	3.40	S
43	1.1	3.5	2.4	1.34	.50	4.80	S
44	2.5	4.2	1.7	1.45	.65	2.61	S
45	3.2	2.7	.5	.68	.29	1.72	R
46	1.5	3.2	1.7	1.19	.53	3.20	S
47	1.9	4.3	2.4	1.07	.49	2.85	S
48	3.1	4.7	1.6	1.31	.62	2.58	S
49	2.7	3.2	.5	1.57	.70	.71	R
50	4.1	3.3	.8	1.26	.55	1.45	R
51	1.2	3.9	2.7	1.45	.69	3.91	S
52	1.7	4.0	2.3	1.75	.72	3.19	S
53	1.2	3.9	2.7	1.75	.75	3.60	S
54	2.5	3.7	1.2	1.42	.62	1.93	R

55	1.4	3.7	2.3	1.39	.59	3.0	S
56	2.6	4.1	1.5	1.36	.60	2.50	S
57	1.6	3.5	1.9	1.30	.60	3.16	S
58	1.9	3.7	1.8	1.47	.64	2.81	S

Note :

S denote for selected

R denote for rejected

Reliability of the Scale :

The reliability of the scale was established on a group of 50 inter college teachers selected randomly (Systematic sampling) from amongst the 100 teachers who were used for the purpose of item analysis. The scripts of these 50 teachers were, however, scored this time for only those 45 items which were selected after item analysis. The total score and two half scores (odd - even) were calculated for each of these teachers. These are presented in Table -4. The difference between the odd and the even score for each items was also calculated. On the basis of these split half reliability was computed by using Rulon's formula. This came to be .886 which may be considered satisfactory for the purpose of this study. The computation of the coefficient of reliability is shown in tables-5 and 6 respectively.

Table-4

Reliability Of Test : Odd And Even Scores Of 50 Teachers

S.No. of Teachers	ODD Scores	Even Scores	Difference	Total Scores.
01	60	72	12	132
02	75	80	05	155
03	75	60	15	135
04	83	65	18	148
05	69	65	04	134

06	70	91	21	161
07	81	60	21	141
08	80	60	20	140
09	77	84	07	161
10	65	83	18	148
11	85	89	04	174
12	68	50	18	118
13	75	80	05	155
14	84	65	19	149
15	66	48	18	114
16	70	75	05	145
17	67	55	12	122
18	92	80	12	172
19	60	41	19	101
20	87	90	03	177
21	80	94	14	174
22	56	61	05	117
23	85	81	04	166
24	66	45	21	111
25	60	55	05	115
26	65	76	11	141
27	71	52	19	123
28	82	60	22	142
29	77	80	03	157
30	82	80	02	162
31	71	50	21	121
32	70	86	16	156
33	75	84	09	159
34	83	65	18	148
35	91	85	06	176
36	89	70	19	159
37	45	66	21	111
38	80	82	02	162
39	85	83	02	168
40	80	88	08	168
41	80	75	05	155
42	62	77	15	139
43	80	60	20	140

44	62	50	12	112
45	68	60	08	128
46	50	70	20	120
47	65	85	20	150
48	90	88	02	178
49	85	89	04	174
50	70	76	06	146

Reliability coefficient calculated with the help of Rulon's formula.

$$r_{tt} = 1 - \frac{\sigma d^2}{\sigma t^2}$$

Where σd = S.D. of the difference scores.

σt = S.D. of the total scores.

Table - 5

Calculation of Standard Deviation of Total Scores.

Class Interval	Frequency	Deviation	Fd	Fd ²
170-179	5	+3	15	45
160-169	8	+2	16	32
150-159	7	+1	7	7
140-149	12	0	0	0
130-139	5	-1	-5	5
120-129	5	-2	-10	20
110-119	6	-3	-18	54
100-109	2	-4	-8	32
	N = 50		$\sum fd = -3$	$\sum fd^2 = 195$

$$\begin{aligned}
 \text{S.D. } \sigma T &= \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2} \\
 &= \sqrt{\frac{195}{50} - \left(\frac{-3}{50}\right)^2} \\
 &= \sqrt{3.90 - (.06)^2}
 \end{aligned}$$

$$\begin{aligned}
 &= 10 \sqrt{3.90 - (.06)^2} \\
 &= 10 \sqrt{3.90 - .0036} \\
 &= 10 \times \sqrt{3.894} \\
 \sigma_t &= 10 \times 1.973 = 19.73
 \end{aligned}$$

Table - 6
Calculation of Standard Deviation of Difference Scores.

Class Interval	Frequency f	Deviation d	Fd	Fd ²
20-22	9	+3	27	81
17-19	8	+2	16	32
14-16	5	+1	5	5
11-13	6	0	0	0
8-10	3	-1	-3	3
5-7	9	-2	-18	36
2-4	10	-3	-30	90
	N = 50		$\sum fd = -3$	$\sum fd^2 = 247$

$$\begin{aligned}
 \text{S.D.} = \sigma_T &= \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2} \\
 &= \sqrt{\frac{247}{50} - \left(\frac{-3}{50}\right)^2} \\
 &= \sqrt{4.94 - (.06)^2} \\
 &= \sqrt{4.94 - .0036} \\
 &= \sqrt{4.9364} \\
 &= 2.22 \\
 &= 6.66
 \end{aligned}$$

On substituting the values of σ_d and σ_t in Rulon's formula we have obtained the Reliability coefficient as follows :

$$r_{tt} = 1 - \frac{\sigma_d^2}{\sigma_t^2} = 1 - \frac{(6.66)^2}{(19.73)^2} = 1 - \frac{44.35}{389.27} = \frac{344.92}{389.27} = .886$$

Validity :

In case of present scale for measuring institutional effectiveness, content validity was considered of great importance because no other relevant and comparable criterion could be available. Thus, the investigator had to depend largely on the content validity of the items of the test. She had to be satisfied with whatever the evidence was obtained through the expert opinion and consultation with the supervisor. For this purpose, the test was given to some teachers and secondary level students to read and judge whether each item of test measured different aspects of institutional effectiveness. They were asked to report the extent to which items were representative of the total hypothesized aspects of institutional effectiveness. They reported that items were largely measuring the characteristics of institutions indicating effectiveness. Thus the face validity of "The Institutional Effectiveness Scale (IES) was carefully scrutinized.

DATA COLLECTION AND ADMINISTRATION OF TESTS :

For the purpose of data collection, the researcher took help from a number of her colleagues. Those involved in this were, however, trained and given detailed instructions. It was thoroughly explained to them that the tools were administered exactly according to the instructions.

Having administered all the tools, they were scored. At this stage also help of a number of teachers and senior students of Intermediate class was taken, sample checking of response - sheets was also done.

TABULATION OF DATA :

Having scored these tests, the scores were placed in a table. These are shown in appendices.

STATISTICAL ANALYSIS :

For testing the hypotheses described in Chapter I parametric statistics were used for analysis and interpretations. Details of the statistical analysis is discussed in the following Chapter of the present study.

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CHAPTER - IV

ANALYSIS AND INTERPRETATION

In a scientific age, like the present one, one has to be objective, exact and convincing in analysing the data. Analysing of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts, and putting the parts together in new arrangement for the purpose of interpretation.

In the present study the data were collected from three districts which are situated in Jhansi Region of Uttar Pradesh. The Intermediate College principals and teachers were considered for the study. Their number was about one hundred fifty (150) principals and one thousand three hundred of teachers. But, the information could be gathered from fifty principals (50) and three hundred (300) teachers working with them.

The variables under study namely principal's leadership style, organizational climate, teacher's alienation, teacher's morale and institutional effectiveness have been considered for the present study and relationship between (organizational climates - teacher's alienation), (organizational climates - teacher's morale) (organizational climates - institutional effectiveness) and differences in leadership styles with regards to organizational climates were studied of the different colleges.

Table - 7 represents the distribution of principals and teachers according to districts belong to Jhansi Region.

Table - 7

No. of principals and teachers of Different Districts of Jhansi Region

S. No.	District	Principals	Teachers
1.	Jhansi	25	145
2.	Lalitpur	10	50
3.	Jalun	15	105
	Total	50	300

The analysis of the data followed in the following step :

1. Statistical Analysis :

It was done with the help of statistical calculator for the analysis and interpretation of data by the researcher herself and the following parameters were obtained :

(a) Means and Standard Deviations for all groups :

$$\text{Means} = A_m + \frac{\sum fd}{N} xi \quad \text{Where } A_m = \text{Assumed mean}$$

f = frequency

d = deviation

N = Total Number

$$\text{S.D.} = \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

(b) Significance of differences of Means for small sample

$$\text{S.D.} = \sqrt{\frac{\sum (X_1 - M_1)^2 + \sum (X_2 - M_2)^2}{(N_1 - 1) + (N_2 - 1)}}$$

$$\text{SED} = \text{SD} \sqrt{\frac{N_1 + N_2}{N_1 N_2}}$$

$$'t' - \text{value} = \frac{\text{Difference of Mean}}{\text{SED}}$$

(c) Analysis of variance : F-value

Step I Correction term (C) = $\frac{(\sum X)^2}{n} = \frac{(\sum X_1 + \sum X_2 + \sum X_3)^2}{N_1 + N_2 + N_3}$

Step V Total Sum of squares (SS)

$$(X_1^2 + X_2^2 + X_3^2 + X_4^2 + X_5^2 + X_6^2 + \dots - X_n^2) - C$$

Step 3. Sum of square among means of groups

$$\left(\frac{\sum X_1^2}{N_1} + \frac{\sum X_2^2}{N_2} + \frac{\sum X_3^2}{N_3} + \dots \right) - C$$

Step 4. Sum of squares with in group

$$= \text{Total SS} - \text{Among Means SS}$$

Analysis of variance

Source of variation	df	Sum of Squares	Mean Square variance
Among the Means	K-1	$\frac{\text{SS Among Means}}{K-1}$	(X)
Within the Means	No total-k	$\frac{\text{SS within Means}}{N \text{ total} - K}$	(V)

$$F = \frac{\text{Variability among groups (X)}}{\text{Variability within groups (V)}}$$

(d) Product moment correlation 'v'

$$r' = \frac{N \sum XY - \sum X \cdot \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

(e) Graphical Representations.

1. Principal Leadership Style :

Principal leadership style questionnaire scale was used for measuring the leadership styles of the principals through rating on five point scale constructed by Sadhana Awasthi. To find out the significant differences between the different leadership styles their means, standard deviations, standard error of differences and 't' values were estimated for different groups of leadership styles..

After the calculation of 't' values between the two leadership styles, F-values were calculated among the leadership styles with different organizational climates. F values show the difference and the effect of the organizational climate on different leadership styles.

HYPOTHESIS -1

Differences in Leadership Styles :

(i) Team Management (9-9) and Task Management (9-1) styles t-values In unfavourable climates C1, C2, , C4 and C9 from the tables 8 & 8a the means of leadership style (9-9) 51.00, 58.87, 52.85 and 50.69 are higher the means of (9-1) leadership style 37.75, 39.45, 40.12 and 39.21. The corresponding combined standard deviations were 2.68, 3.25, 2.82 and 3.21. The 't' values were calculated and found 11.03, 9.13, 10.78 and 8.56 significant at .01 level of significance. These significant differences indicate the (9-9) leadership style dominate over the (9-1) leadership style.

Table - 8

Means, Standard Deviation, Standard Error and 't'-values of Leadership Styles (9-9,9-1) in Different Organizational Climates.

Organizational Climates	Leadership styles	N	Leadership Style Means	SD	SED	't'-values	Significance level
Disharmony C ₁	9-9	18	51.0	2.68	1.12	11.83	.01
	9-1	8	37.75				
Hindrance C ₂	9-9	18	51.87	3.25	1.36	9.13	.01
	9-1	8	39.45				
Support and satisfaction C ₃	9-9	18	49.24	4.85	2.03	3.64	.01
	9-1	8	41.85				
Authoritarianism C ₄	9-9	18	52.85	2.82	1.18	10.78	.01
	9-1	8	40.12				
Thurst C ₅	9-9	18	48.37	2.98	1.25	9.28	.01
	9-1	8	36.77				
Democracy and Freedom C ₆	9-9	18	52.62	4.12	1.73	4.29	.01
	9-1	8	45.19				
Academic Emphasis C ₇	9-9	18	45.66	3.99	1.67	4.40	.01
	9-1	8	38.31				
Discipline and Control C ₈	9-9	18	48.36	4.22	1.77	4.63	.01
	9-1	8	40.15				
Lack of Facilities C ₉	9-9	18	50.69	3.21	1.34	8.56	.01
	9-1	8	39.21				
Total Org. Climate	9-9	18	53.0	2.38	1.01	13.99	.01
	9-1	8	38.87				

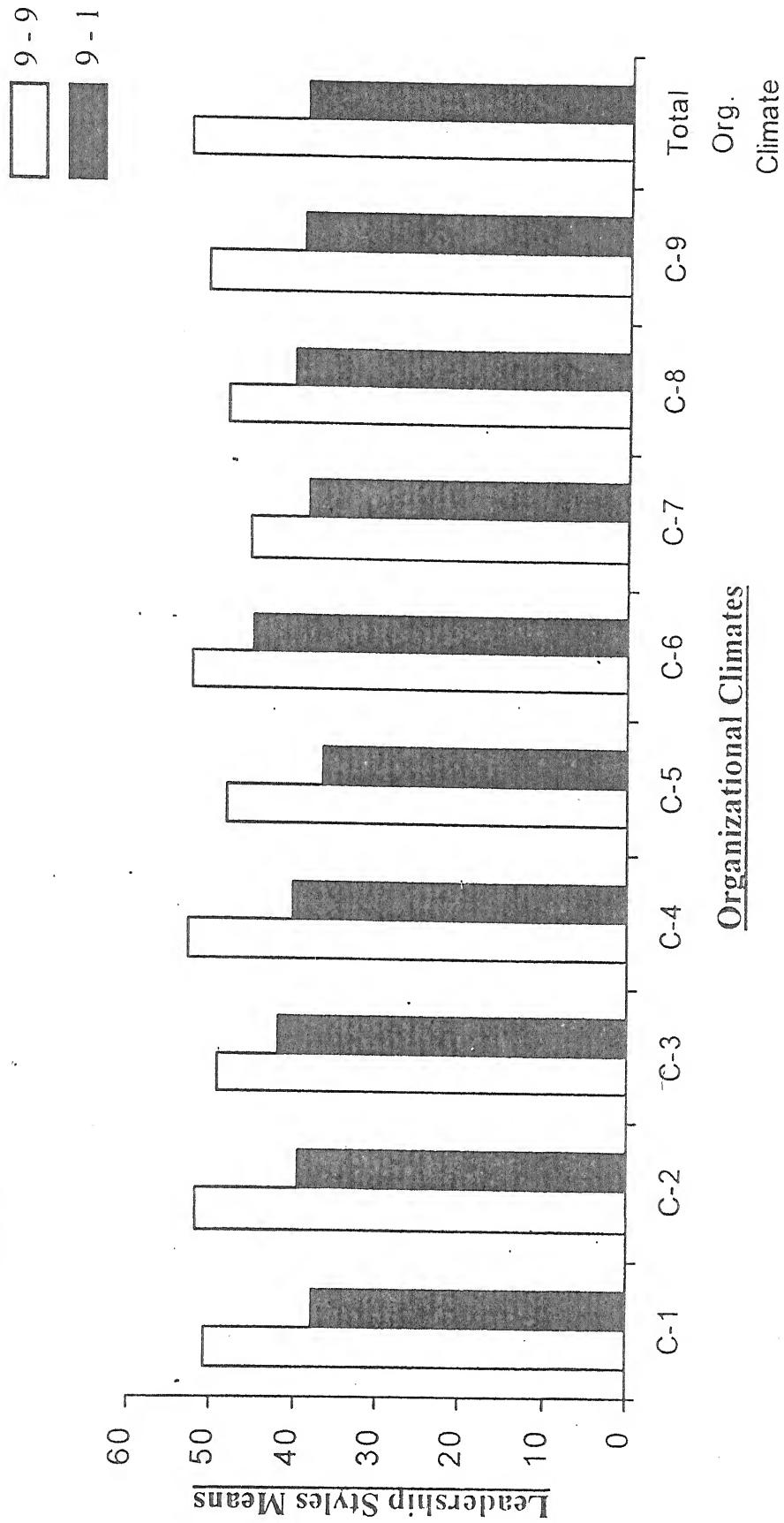
Table 8 a
Analysis of Variance

F - Values among Leadership styles (9-9, 9-1) and Different Organizational
Climates.

Organizational Climates	Leadership Styles	N	Leadership styles Means	OCC Means	df	F-Values	Significance Level
Organizational C ₁	9-9	18	51.0	23	2	6.67	.01
	9-1	8	37.75		49		
Hindranece C ₂	9-9	18	51.87	26	2	5.12	.01
	9-1	8	39.45		49		
Support and Satisfaction C ₃	9-9	18	49.24	30	2	2.09	-
	9-1	8	41.85		49		
Authoritarian- ism C ₄	9-9	18	52.85	24	2	5.34	.01
	9-1	8	40.12		49		
Thurst C ₅	9-9	18	48.37	31	2	4.98	.05
	9-1	8	36.77		49		
Democracy Freedom C ₆	9-9	18	52.62	34	2	3.06	-
	9-1	8	45.19		49		
Academic Emphasis C ₇	9-9	18	45.66	18	2	3.08	-
	9-1	8	38.31		49		
Discipline and Control C ₈	9-9	18	48.36	22	2	3.11	-
	9-1	8	40.15		49		
Lack of Facilities C ₉	9-9	18	50.69	20	2	4.29	.05
	9-1	8	39.21		49		
Total Oraganizatio- nal Climate	9-9	18	53.0	179.93	2	5.43	.01
	9-1	8	38.87		49		

Fig. 1

Difference in (9-9) and (9-1) Leadership Styles in Different Org. Climates



The means in favourable organizational climate, C3, C5, C6, C7 and C8 of (9-9) leadership style are 49.24, 48.37, 52.62, 45.66 and 48.36 also higher than the means of (9-1) leadership style 41.85, 36.77, 45.19, 38.31 and 40.15. The 't' values are 3.64, 9.28, 4.29, 4.40 and 4.63 are significant at both the level of significance.

All the significant differences in both the climates are due to higher scores obtained in (9-9) leadership style by the principals.

F-Values :

After introducing the mean scores of organizational climate with (9-9) and (9-1) leadership style mean scores, F-values were calculated among such three groups. The F-values are found 6.67, 5.12, 5.34 significant at .01 level of significance in unfavourable organizational climates C1, C2 and C4 respectively. In another organizational climate C9 F-value (4.29) is found significant at .05 level of significance.

From the above table of organizational climates (favourable) the F-values 2.09, 3.06, 3.08 and 3.11 found insignificant which clearly indicates that in favourable organizational climates the differences in leadership style can be reduced upto some extent. It means the task oriented leadership style improve in better side like as (9-9) leadership style.

In case of total organizational climates the 't' value is found 13.99 significant at .01 level. While as the F-value (5.43) is also obtained significant at .01 level of significance. Therefore, the difference in (9-9) and (9-1) leadership style with regard to organizational climate can be made less by reducing the unfavourable

dimensions of organizational climate. It means (9-1) task oriented styles may be convert into team oriented styles by providing the favourable organizational climates to the college principals.

It indicates that (9-1) leadership style suffers with unfavourable dimensions of organizational climate.

These differences of leadership style in different organization climates can also be seen in graphical representation in fig. 1.

HYPOTHESIS - 2

(ii) Task Management (9-1) and middle of the Road Management (5-5) styles --

t-values : From the tables-9 and 9(a) in case of unfavourable organizational climates the mean values 37.75, 39.45, 40.12 and 39.21 of leadership style (9-1) are less than that of mean values 44.37, 46.78, 48.90 and 47.31 of (5-5) leadership style. The corresponding combined standard deviations are as 2.16, 2.99, 2.05 and 2.52 respectively. The obtained 't' value of such differences 6.96, 5.59, 9.75 and 5.10 are highly significant at .01 level of significance. It clearly shows that there is a difference in leadership style 9-1 and 5-5 in unfavourable climates.

From the above tables in favourable climates in C_3 and C_8 the mean of leadership style (9-1) are 41.85 and 40.15 and the means of (5-5) styles are 44.50 and 43.60. The calculated 't' values in these two cases are not significant at any level of significance. It shows the two leadership styles (9-1) and (5-5) have the similar positions in C_3 and C_8 climates.

Table – 9

Means, Standard Deviation, Standard Error and 't'-values of Leadership Styles (9-1, 5-5) in Different Organizational Climates.

Organizational Climates	Leadership Styles	N	Leadership style Means	SD	SED	't'-Values	Significance Level
Disharmony C ₁	9-1	8	37.75	2.16	.95	6.96	.01
	5-5	14	44.37				
Hindrane C ₂	9-1	8	39.45	2.99	1.31	5.59	.01
	5-5	14	46.78				
Support and Satisfaction C ₃	9-1	8	41.85	3.10	1.36	1.94	—
	5-5	14	44.50				
Authoritaria- nism C ₄	9-1	8	40.12	2.05	.90	9.75	.01
	5-5	14	48.90				
Thurst C ₅	9-1	8	36.77	3.75	1.65	5.10	.01
	5-5	14	45.20				
Democracy and Freedom C ₆	9-1	8	45.19	2.45	1.07	3.85	.01
	5-5	14	49.32				
Academic Emphasis C ₇	9-1	8	38.31	3.92	1.72	2.71	.05
	5-5	14	42.98				
Discipline and Control C ₈	9-1	8	40.15	3.80	1.67	1.79	—
	5-5	14	43.60				
Lack of Facilitis C ₉	9-1	8	39.21	2.52	1.10	7.27	.01
	5-5	14	47.31				
Total Org. Climate	9-1	8	38.87	1.36	.602	8.52	.01
	5-5	14	44.0				

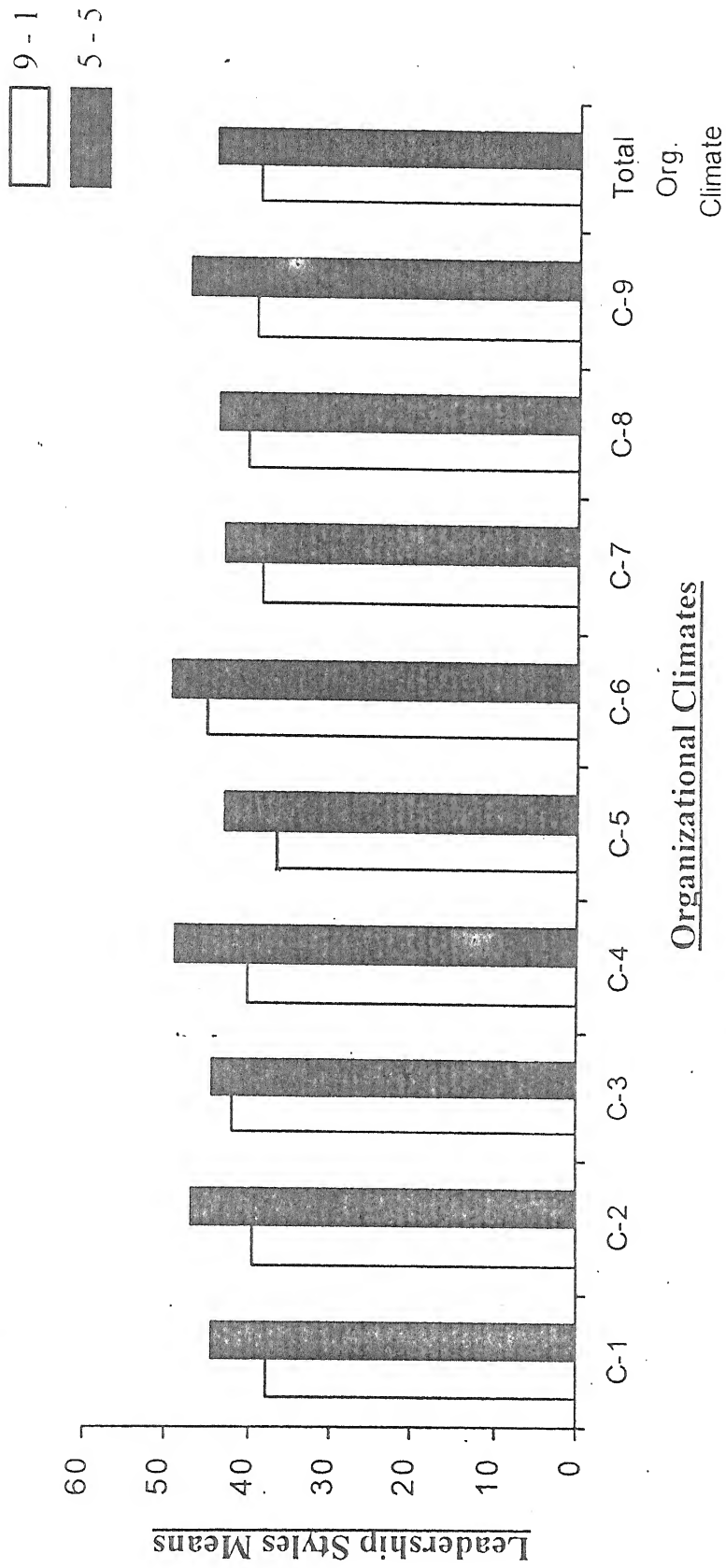
Table - 9(a)

Analysis of Variance
F-values among Leadership Styles (9-1 , 5-5) and Different Organizational
Climates

Organizational Climates	Leadership Styles	N	Leadership style Means	OCQ Means	df	F-values	Significance
Disharmony C ₁	9-1	8	37.75	21	2	5.90	.01
	5-5	14	44.37		41		
Hindrane C ₂	9-1	8	39.45	25	2	3.49	.05
	5-5	14	46.78		41		
Support and Satisfaction C ₃	9-1	8	41.85	30	2	2.69	—
	5-5	14	44.50		41		
Authoritarian- ism C ₄	9-1	8	40.12	26	2	7.29	.01
	5-5	14	48.90		41		
Thurst C ₅	9-1	8	36.77	32	2	3.20	—
	5-5	14	45.20		41		
Democracy and Freedom C ₆	9-1	8	45.19	35	2	3.18	—
	5-5	14	49.32		41		
Academic Emphasis C ₇	9-1	8	38.31	16	2	2.99	—
	5-5	14	42.98		41		
Discipline and Control C ₈	9-1	8	40.15	20	2	2.89	—
	5-5	14	43.60		41		
Lack of Facilities C ₉	9-1	8	39.21	19	2	5.60	.01
	5-5	14	47.31		41		
Total Organizational Climate	9-1	8	38.87	159.43	2	6.02	.01
	5-5	14	44.00		41		

Fig. 2

Difference in (9-1) and (5-5) Leadership Styles in Different Org. Climates



But, in climates C_5 , C_6 and C_7 the mean differences are found high in between the (9-1) and (5-5) styles and the corresponding 't' values 5.10, 3.85 and 2.71 are significant at .05 and .01 level of significance. It also show that the differences exist in leadership style (9-1) and (5-5) in favourable climates. A significant difference in favourable climate is also obtained due to some errors.

F-values : The differences in (9-1) and (5-5) leadership styles with regard to different organizational climates were estimated accordingly in form of F-value. The F values 5.90, 7.29 and 5.60 are found significant at .01 level in case of C_1 , C_4 and C_9 organizational climates, while the 3.49 is found significant at .05 level in case of C_2 .

In favourable climates C_3 and C_5 to C_8 estimated F values are found as 2.69, 3.20, 3.18, 2.99 and 2.89 respectively. These all are not significant at any level of significance. But it clearly indicates that favourable climates can make the (5-5) leadership style more effective in relation with task and people.

In case of total organizational climate with (9-1) and (5-5) leadership styles obtained 't' value 8.52 is highly significant and the F - value 6.02 is found significant at .01 level. It shows unfavourable climates dominate in making the difference between (9-1) and (5.5) leadership styles. This difference can be reduced by providing the favourable conditions which may improve the (9-1) i.e. task oriented style.

The difference of means can clearly be seen in figure 2.

HYPOTHESIS -3

Task Management (9-1) and Impoverished (1-1) styles -

Table – 10

Means, Standard Deviation, Standard Error and 't'-values of Leadership Styles (9-1 , 1-1) in Different Organizational climates.

Organizational Climates	Leadership Styles	N	Leadership style Means	SD	SED	't' values	Significance Level
Disharmony C ₁	9-1	8	37.75	1.82	1.11	3.18	.01
	1-1	4	34.21				
Hindrane C ₂	9-1	8	39.45	1.68	1.02	3.51	.01
	1-1	4	35.86				
Support and Satisfaction C ₃	9-1	8	41.85	2.56	1.56	1.87	—
	1-1	4	38.92				
Authoritaria- nism C ₄	9-1	8	40.12	1.15	.70	4.74	.01
	1-1	4	36.80				
Thurst C ₅	9-1	8	36.77	1.97	1.20	1.98	—
	1-1	4	34.39				
Democracy and freedom C ₆	9-1	8	45.19	2.33	1.42	2.80	.05
	1-1	4	41.20				
Academic Emphasis C ₇	9-1	8	38.31	2.77	1.68	1.85	—
	1-1	4	35.19				
Discipline and Control C ₈	9-1	8	40.15	1.90	1.15	1.29	—
	1-1	4	38.66				
Lack of facilities C ₉	9-1	8	39.21	2.30	1.40	2.68	.05
	1-1	4	35.45				
Total Org. Climate	9-1	8	38.87	1.89	1.14	3.14	.05
	1-1	4	35.25				

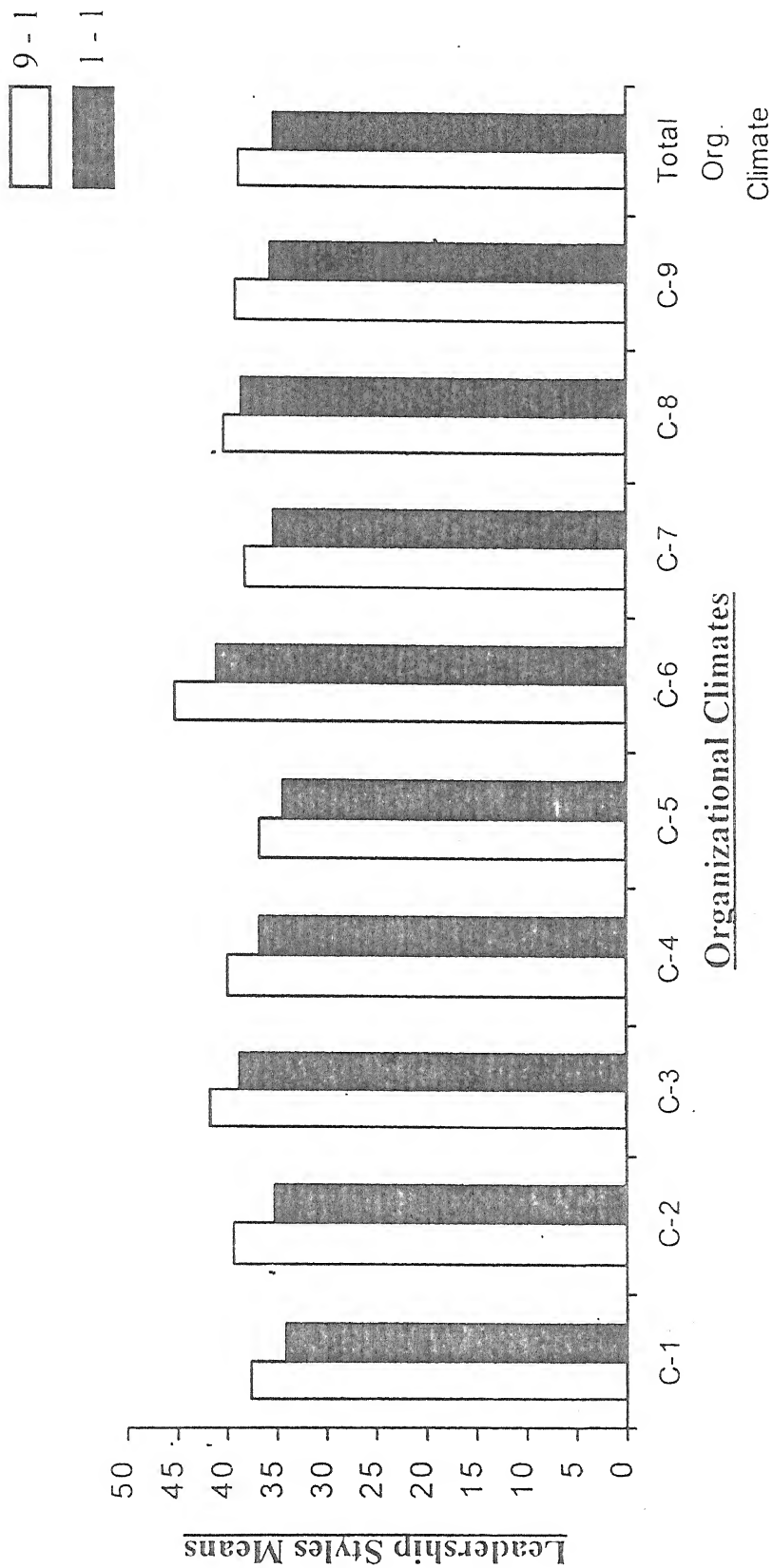
Table – 10 (a)

F-values among Leadership Styles (9-1, 1-1) and Different Organizational Climates

Organizational Climates	Leadership Styles	N	Leadership style Means	OCQ Means	df	F-values	Significance Level
Disharmony C ₁	9-1	8	37.75	24	2	4.22	—
	1-1	4	34.21		9		
Hindrane C ₂	9-1	8	39.45	26	2	4.82	.05
	1-1	4	35.86		9		
Support and Satisfaction C ₃	9-1	8	41.85	31	2	2.56	—
	1-1	4	38.92		9		
Authoritarianism C ₄	9-1	8	40.12	25	2	5.66	.05
	1-1	4	36.80		9		
Thurst C ₅	9-1	8	36.77	33	2	3.56	—
	1-1	4	34.39		9		
Democracy Freedom C ₆	9-1	8	45.19	35	2	4.04	—
	1-1	4	41.20		9		
Academic Emphasis C ₇	9-1	8	38.31	17	2	3.02	—
	1-1	4	35.19		9		
Discipline and Control C ₈	9-1	8	40.15	21	2	2.89	—
	1-1	4	38.66		9		
Lack of Facilities C ₉	9-1	8	39.21	19	2	4.12	—
	1-1	4	35.45		9		
Total Organizational Climate	9-1	8	38.87	137.18	2	4.20	—
	1-1	4	35.25		9		

Fig. 3

Difference in (9-1) and (1-1) Leadership Styles in Different Org. Climates



(iii) t-values : In tables 10 and 10a task oriented leadership style (9-1) have the high means in all the climates than that of (1-1) leadership style means i.e. impoverished management (low concern both task and people). In climates C_1 , C_2 , C_4 and C_9 (unfavourable) means for (9-1) leadership style are 37.75, 39.45, 40.12 and 39.21 are higher than the means of (1-1) leadership style 34.21, 35.86, 36.80 and 35.45 respectively. The corresponding 't' values 3.18, 3.51, 4.74 and 2.68 are significant at both the level of significance. It shows the differences in these leadership styles because the (9-1) style principals have shown more involvementⁱⁿ academic activities.

In favourable organizational climates the means of (9-1) style are higher from those of (1-1) style means. But, all the differences are not significant at any level of significance.

F-values :

F -values were calculated among (9-1), (1-1) and organizational climates scores. In C_2 , C_4 and C_9 the F-values are 4.82, 5.66 and 4.28 significant at .05 level of significance and rest of F-values were found insignificant at any level of significance. In total organizational climate the F-value is also found not significant. Which shows the organizational climate does not affect the difference of (9-1) and (1-1) leadership style.

Impoverished leadership style (1-1) may be improved by reducing unfavourable climates and by promoting the favourable conditions.

Leadership style differences of means in all the organizational climate can be seen in fig. 3.

Table – 11

Means, Standard Deviation, Stanard Error and 't'-values of Leadership styles(9-1 , 1-9) in Different Organizational Climates.

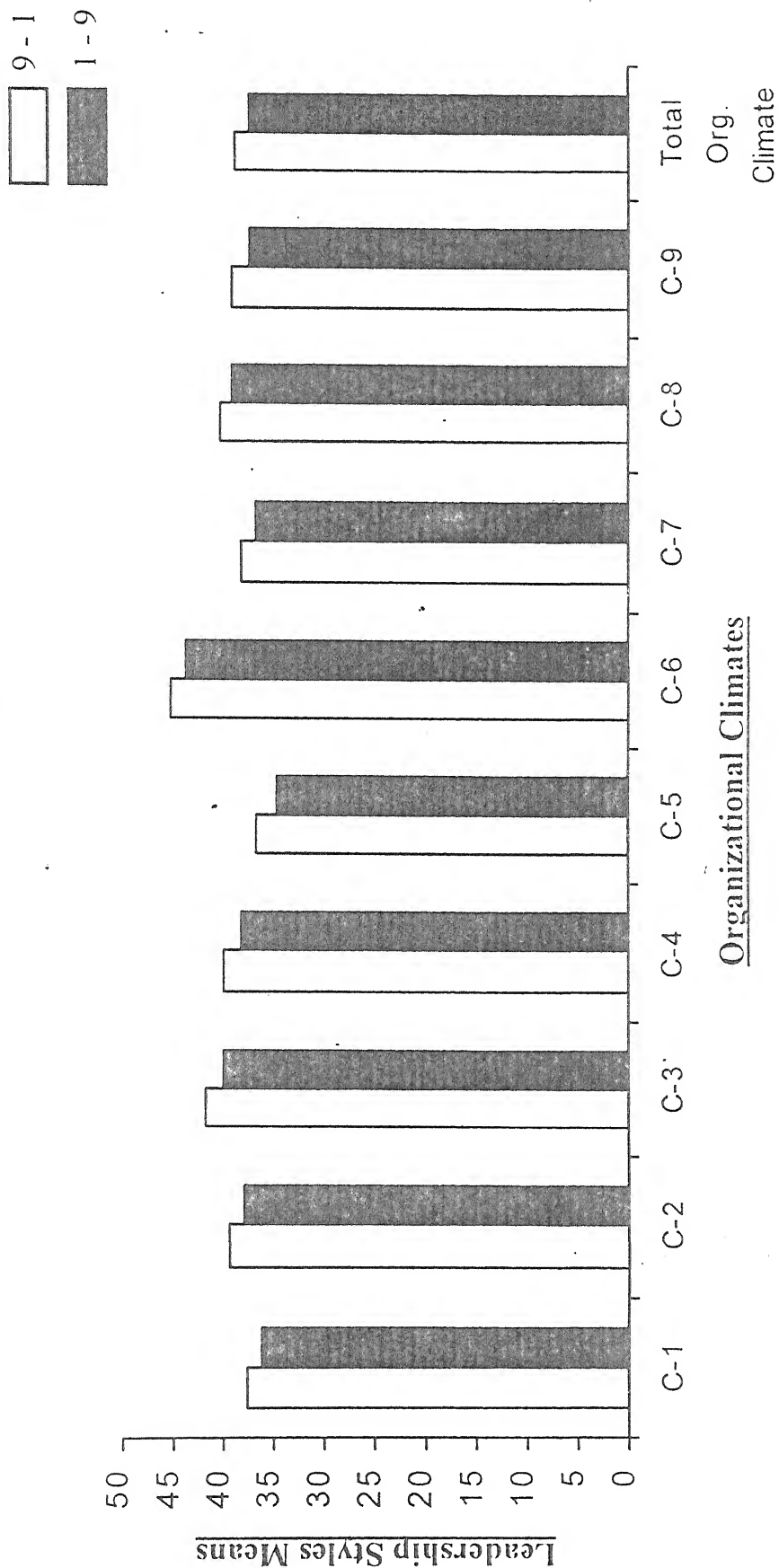
Organizational Climates	Leadership Styles	N	Leadership style Means	SD	SED	't'-values	Significance Level
Disharmony C ₁	9-1	8	37.75	1.22	.65	2.4	—
	1-9	6	36.19				
Hindrance C ₂	9-1	8	39.45	1.72	.92	1.66	—
	1-9	6	37.92				
Support and Satisfaction C ₃	9-1	8	41.85	1.99	1.07	1.82	—
	1-9	6	39.90				
Authoritarianism C ₄	9-1	8	40.12	1.56	.84	2.10	—
	1-9	6	38.35				
Thurst C ₅	9-1	8	36.77	1.38	.74	2.94	.05
	1-9	6	34.59				
Democracy and Freedom C ₆	9-1	8	45.19	1.89	1.02	1.28	—
	1-9	6	43.88				
Academic Emphasis C ₇	9-1	8	38.31	2.15	1.16	1.45	—
	1-9	6	36.62				
Discipline and Control C ₈	9-1	8	40.15	1.46	.78	1.47	—
	1-9	6	39.0				
Lack of facilities C ₉	9-1	8	39.12	1.60	.86	2.11	—
	1-9	6	37.30				
Total Organization Climate	9-1	8	38.87	1.42	.766	1.69	—
	1-9	6	37.5				

Table – 11(a)

Analysis of Variance
F- values among Leadership Styles (9-1 , 1-9) and Different Organizational
Climates.

Organizational Climates	Leadership Styles	N	Leadership style Means	OCQ Means	df	F-values	Significance Level
Windrance Disharmony C ₁	9-1	8	37.75	24	2	2.89	—
	1-9	6	36.19		11		
Hindrane C ₂	9-1	8	39.45	27	2	1.90	—
	1-9	6	37.92		11		
Support and Satisfaction C ₃	9-1	8	41.85	31	2	1.95	—
	1-9	6	39.90		11		
Authoritarian- ism C ₄	9-1	8	40.12	23	2	2.22	—
	1-9	6	38.35		11		
Thurst C ₅	9-1	8	36.77	30	2	3.25	—
	1-9	6	34.59		11		
Democracy Freedom C ₆	9-1	8	45.19	34	2	1.79	—
	1-9	6	43.88		11		
Academic Emphasis C ₇	9-1	8	38.31	19	2	1.85	—
	1-9	6	36.62		11		
Discipline and Control C ₈	9-1	8	40.15	21	2	1.87	—
	1-9	6	39.0		11		
Lack of Facilities C ₉	9-1	8	39.12	19	2	2.23	—
	1-9	6	37.30		11		
Total Organizational Climate	9-1	8	38.87	145.93	2	3.87	—
	1-9	6	37.5		11		

Fig. 4
Difference in (9-1) and (1-9) Leadership Styles in Different Org. Climates



HYPOTHESIS - 4

(iv) Task management (9-1) and Country Club Management (1-9) Styles.

t-values : From tables -11 and 11a in case of favourable climates the leadership style (9-1) means are 37.75, 39.45 40.12 and 39.12 and in leadership style (1-9) are 36.19, 37.92, 38.35 and 37.30. The differences are found very low and insignificant at any level of significance. But the high means in task management indicate the domination of (9-1) leadership style over the (1-9) leadership style.

In case of favourable organizational climates C_3 , C_5 , C_6 , C_7 & C_8 the leadership style (9-1) have high means than that of (1-9) leadership style means. So, the differences between them found also not significant at .05 and .01 level of significance except C_5 climate. It indicates that principals can do their duties better if they have good facilities etc.

F-values : If the leadership styles (9-1) and (1-9) with organizational climates estimated in terms of F-values, it is observed some significant results in both the favourable and unfavourable climates. It exists only due to very low differences in between (9-1) and (1-9) leadership styles. In overall estimation 't' and F- value both were found not significant and hence, it is very difficult to draw some fruitful conclusions.

Mean scores of leadership style of different organizational climates have also been shown in fig. 4.

HYPOTHESIS - 5

Country Club Management (1-9) and Team Management (9-9) styles -

Table -12

Means, Standard Deviation, Standard Error and 't'-values of leadership styles (1-9, 9-9) in Different Organizational Climates.

Organizational Climates	Leadership Styles	N	Leadership style Means	SD	SED	't'-values	Significance Level
Disharmony C ₁	1-9	6	36.19	2.35	1.10	13.46	.01
	9-9	18	51.0				
Hindrane C ₂	1-9	6	37.92	3.29	1.54	9.05	.01
	9-9	18	51.87				
Support and Satisfaction C ₃	1-9	6	39.90	4.62	2.17	4.30	.01
	9-9	18	49.24				
Authoritarianism C ₄	1-9	6	38.35	2.78	1.30	11.15	.01
	9-9	18	52.85				
Thurst C ₅	1-9	6	34.59	4.47	2.10	6.56	.01
	9-9	18	48.37				
Democracy Freedom C ₆	1-9	6	43.88	5.96	2.80	3.12	.01
	9-9	18	52.62				
Academic Emphasis C ₇	1-9	6	36.62	5.42	2.54	3.55	.01
	9-9	18	45.66				
Discipline and Control C ₈	1-9	6	39.0	4.99	2.34	4.0	.01
	9-9	18	48.36				
Lack of Facilities C ₉	1-9	6	37.30	3.92	1.84	7.27	.01
	9-9	18	50.69				
Total Organizational Climate	1-9	6	37.5	2.40	1.13	13.71	.01
	9-9	18	53.0				

Table -12 (a)

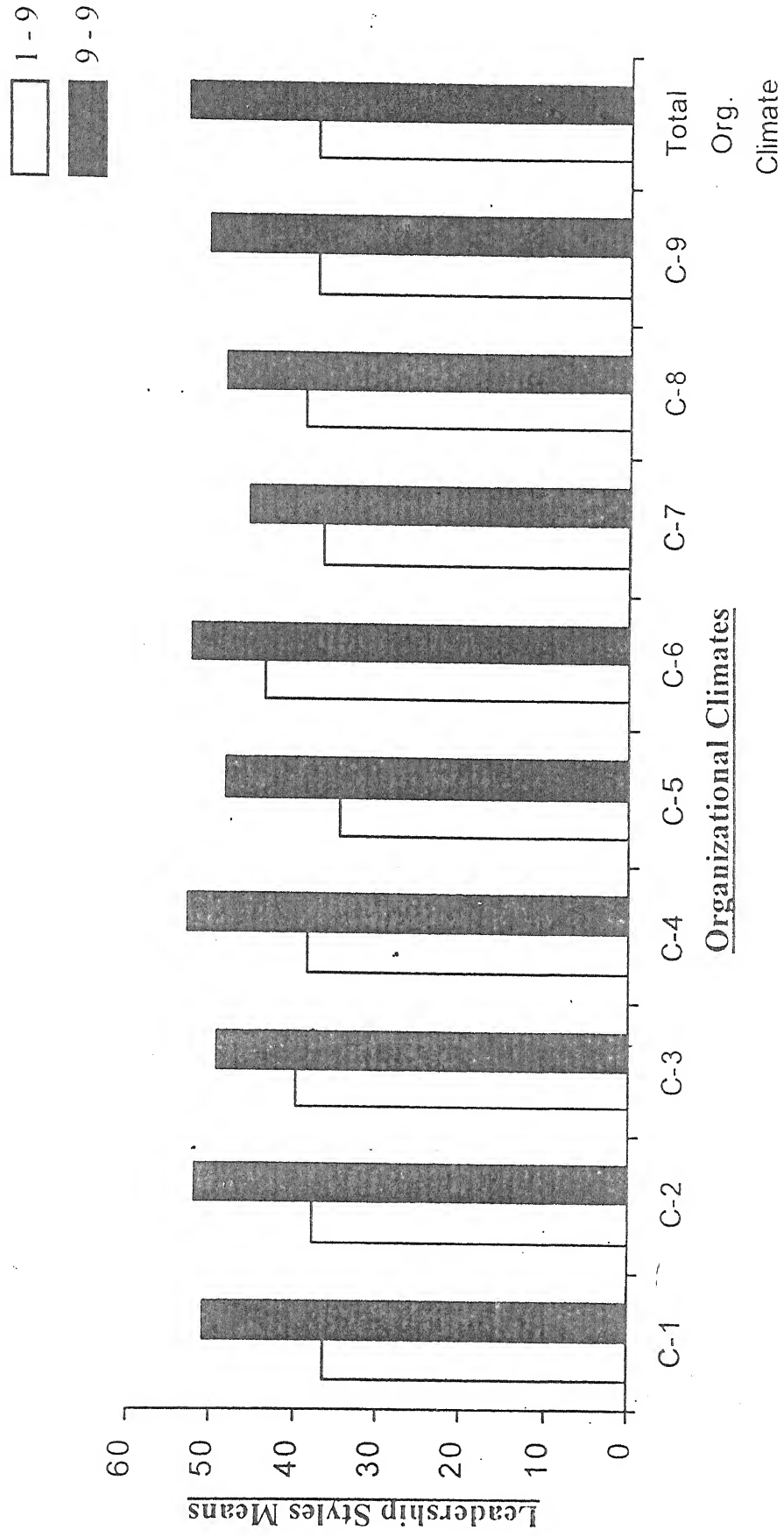
Analysis of variance

F-values among Leadership Styles (1-9, 9-9) and Difference Organizational Climate

Organizational Climates	Leadership Styles	N	Leadership style Means	OCQ Means	df	F-values	Significance Level
Disharmony C ₁	1-9	6	36.19	22	2	7.29	.01
	9-9	18	51.0		21		
Hindrance C ₂	1-9	6	37.92	25	2	6.01	.01
	9-9	18	51.87		21		
Support and Satisfaction C ₃	1-9	6	39.90	31	2	3.24	—
	9-9	18	49.24		21		
Authoritarianism C ₄	1-9	6	38.35	24	2	6.73	.01
	9-9	18	52.85		21		
Thurst C ₅	1-9	6	34.59	33	2	6.07	.01
	9-9	18	48.37		21		
Democracy Freedom C ₆	1-9	6	43.88	30	2	3.06	—
	9-9	18	52.62		21		
Academic Emphasis C ₇	1-9	6	36.62	16	2	3.36	—
	9-9	18	45.66		21		
Discipline and Control C ₈	1-9	6	39.0	23	2	3.00	—
	9-9	18	48.36		21		
Lack of Facilities C ₉	1-9	6	37.30	18	2	4.68	.05
	9-9	18	50.69		21		
Total Organizational Climate	1-9	6	37.5	179	2	7.41	.01
	9-9	18	53.0		21		

Fig. 5

Difference in (1-9) and (9-9) Leadership Styles in Different Org. Climates



t-values : The means obtained in unfavourable climates (tables 12 and 12a) C_1 , C_2 , C_4 and C_9 were 36.19, 37.92, 38.35 and 37.30 for leadership style (1-9). But in (9-9) leadership style means were 51.00, 51.87, 52.85 and 50.69 in C_1 , C_2 , C_4 and C_9 climates. Due to high differences in means the 't' values were found 13.46, 9.05, 11.15 and 7.27 significant .01 level. It indicate the persons of (9-9) leadership style do not deviate in unfavourable climates while as the persons of (1-9) leadership styles deviate much towards their goals and achievements in the institutions.

The 't' values between the (1-9, 9-9) leadership styles 4.30, 3.12, 3.55 and 4.00 are found in favourable climates C_3 , C_6 , C_7 and C_8 . These 't' values are significant at .05 and .01 level of significance. In these climates means for (1-9) leadership style are better in comparison to the means of unfavourable climates. Therefore, the better climates have favoured the undominate leadership styles.

A significant 't' value is also obtained in favourable organizational climate C_5 (Thurst). It shows the low scores on (1-9) leadership style.

F-values : The F-values are found 7.29, 6.01, 6.73 and 4.68 significant at .05 and .01 level of significance also justify the results obtained in case of 't' values. It also shows that unfavourable climates interact with undominate leadership style (1-9).

Favourable climates show the results insignificant due to low differences in scores of (1-9) and (9-9) leadership styles.

In total case the 't' - value (13.21) is found significant at both the level of significance while as F-value is also significant among the leadership styles (1-9), (9-9) and organizational climate.

Table -13

Means, Standard Deviation, Standard Error and 't'-values of Leadership Styles (1-9, 5-5) in Different Organizational climates.

Organizational Climates	Leadership Styles	N	Leadership style Means	SD	SED	't' values	Significance Level
Disharmony C ₁	1-9	6	36.19	2.56	1.22	6.70	.01
	5-5	14	44.37				
Hindrane C ₂	1-9	6	37.92	3.95	1.89	4.68	.01
	5-5	14	46.78				
Support and Satisfaction C ₃	1-9	6	39.90	3.99	1.91	2.40	.05
	5-5	14	44.50				
Authoritarianism C ₄	1-9	6	38.35	2.93	1.40	10.5	.01
	5-5	14	48.90				
Thurst C ₅	1-9	6	34.59	4.35	2.08	5.10	.01
	5-5	14	45.20				
Democracy and Freedom C ₆	1-9	6	43.88	4.80	2.30	2.36	.05
	5-5	14	49.32				
Academic Emphasis C ₇	1-9	6	36.62	5.10	2.44	2.60	.05
	5-5	14	42.98				
Discipline and Control C ₈	1-9	6	39.0	2.33	1.11	4.14	.01
	5-5	14	43.60				
Lack of Facilities C ₉	1-9	6	37.30	4.18	2.0	5.0	.01
	5-5	14	47.31				
Total Organizational Climate	1-9	6	37.5	1.23	.60	10.83	.01
	5-5	14	44.0				

Table -13 (a)

Analysis of Variance

**F-values among Leadership styles (1-9 , 5-5) and Different Org: tional
Climates.**

Organizational Climates	Leadership Styles	N	Leadership style Means	OCQ Means	df	F- values	gnificance level
Disharmony C ₁	1-9	6	36.19	23	2	5.89	.01
	5-5	14	44.37		37		
Hindrance C ₂	1-9	6	37.92	27	2	4.10	.05
	5-5	14	46.78		37		
Support and Satisfaction C ₃	1-9	6	39.90	30	2	2.71	—
	5-5	14	44.50		37		
Authoritarian- ism C ₄	1-9	6	38.35	24	2	6.74	.01
	5-5	14	48.90		37		
Thurst C ₅	1-9	6	34.59	32	2	4.35	.05
	5-5	14	45.20		37		
Democracy and Freedom C ₆	1-9	6	43.88	35	2	2.35	—
	5-5	14	49.32		37		
Academic Emphasis C ₇	1-9	6	36.62	17	2	2.45	—
	5-5	14	42.98		37		
Discipline and Control C ₈	1-9	6	39.0	21	2	3.69	.05
	5-5	14	43.60		37		
Lack of Facilities C ₉	1-9	6	37.30	19	2	4.67	.05
	5-5	14	47.31		37		
Total Organizational Climate	1-9	6	37.5	158.5	2	6.77	.01
	5-5	14	44.0		37		

Table-13 (a)

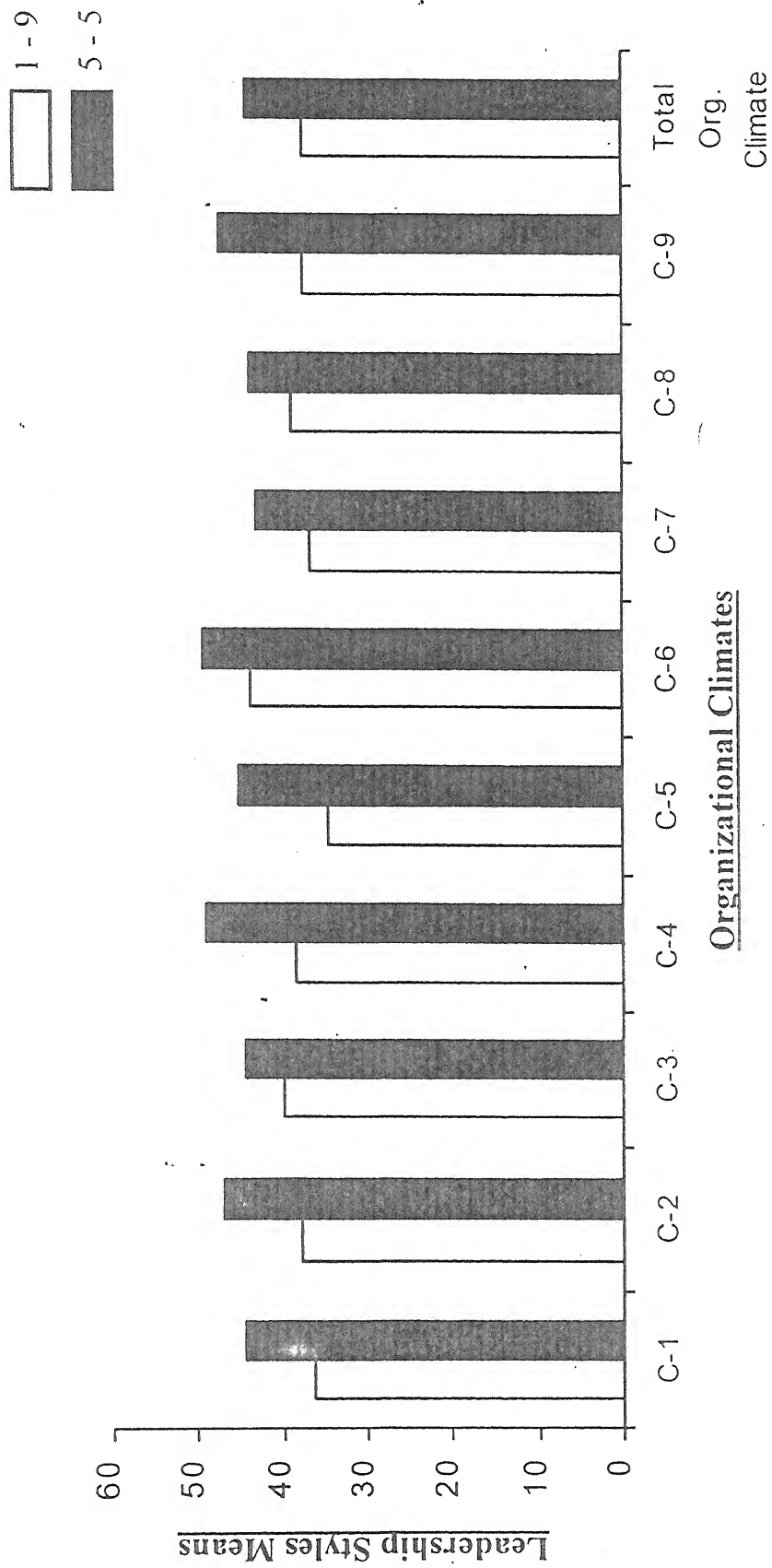
Analysis of Variance

F-values among Leadership styles (1-9 , 5-5) and Different Organizational Climates.

Organizational Climates	Leadership Styles	N	Leadership style Means	OCQ Means	df	F- values	Significance Level
Disharmony C ₁	1-9	6	36.19	23	2	5.89	.01
	5-5	14	44.37		37		
Hindrane C ₂	1-9	6	37.92	27	2	4.10	.05
	5-5	14	46.78		37		
Support and Satisfaction C ₃	1-9	6	39.90	30	2	2.71	—
	5-5	14	44.50		37		
Authoritarianism C ₄	1-9	6	38.35	24	2	6.74	.01
	5-5	14	48.90		37		
Thurst C ₅	1-9	6	34.59	32	2	4.35	.05
	5-5	14	45.20		37		
Democracy and Freedom C ₆	1-9	6	43.88	35	2	2.35	—
	5-5	14	49.32		37		
Academic Emphasis C ₇	1-9	6	36.62	17	2	2.45	—
	5-5	14	42.98		37		
Discipline and Control C ₈	1-9	6	39.0	21	2	3.69	.05
	5-5	14	43.60		37		
Lack of Facilities C ₉	1-9	6	37.30	19	2	4.67	.05
	5-5	14	47.31		37		
Total Organizational Climate	1-9	6	37.5	158.5	2	6.77	.01
	5-5	14	44.0		37		

Fig. 6

Difference in (1-9) and (5-5) Leadership Styles in Different Org. Climates



From the above results the leadership style (1-9) suffers with unfavourable organizational climates in the colleges.

These differences of leadership styles in different organizational climates can also be seen in graphical representation in fig. 5.

HYPOTHESIS - 6

(vi) Country Club Management (1-9) and Middle of the Road Management (5-5) Styles :

t-values : Tables 13, 13a show the differences in leadership style means in terms of 't' and F-values. Here (1-9) leadership style represents for little concern for task and intense concern for people, while as (5-5) represents moderately concerned with task and people. (1-9) Leadership style has shown low mean values in unfavourable organizational climates in comparison to (5-5) leadership style. The obtained 't'- values 6.70, 4.68, 10.5 and 5.00 are significant at .01 level of significance.

In favourable climates the (5-5) style acquire high means in comparison to (1-9) leadership style. All the differences in means are low and significant at .05 level of significance

F-Values : Similar results are also found in F-values. The difference in (1-9) (5-5) and org. climates means for C_1 , C_2 , C_4 and C_9 are significant at .05 and .01 level of significance. But in case of favourable climates the differences among the three are found not significant. It clearly indicates that (5-5) leadership style dominante over the (1-9) leadership style in both the conditions.

The difference of means can clearly be seen in fig. 6.

Table -14

Means, Standard Deviation, Standard Error and 't'-values of Leadership Styles (1-9 , 1-1) in Different Organizational Climates

Organizational Climates	Leadership Styles	N	Leadership style Means	SD	SED	't'-values	Significance Level
Disharmony C ₁	1-9	6	36.19	1.95	1.24	1.59	--
	1-1	4	34.21				
Hindrance C ₂	1-9	6	37.92	1.10	.704	2.92	.05
	1-1	4	35.86				
Support and Satisfaction C ₃	1-9	6	39.90	1.19	.76	1.28	--
	1-1	4	38.92				
Authoritarianism C ₄	1-9	6	38.85	1.50	.96	1.61	--
	1-1	4	36.80				
Thurst C ₅	1-9	6	34.59	.56	.35	.57	--
	1-1	4	34.39				
Democracy and Freedom C ₆	1-9	6	43.88	.98	.62	4.32	.01
	1-1	4	41.20				
Academic Emphasis C ₇	1-9	6	36.62	1.22	.78	1.83	--
	1-1	4	35.19				
Discipline and Control C ₈	1-9	6	39.0	1.15	.73	.46	--
	1-1	4	38.66				
Lack of Facilities C ₉	1-9	6	37.30	1.87	1.19	1.55	--
	1-1	4	35.45				
Total Organizational Climate	1-9	6	37.5	1.82	1.17	1.92	--
	1-1	4	35.25				

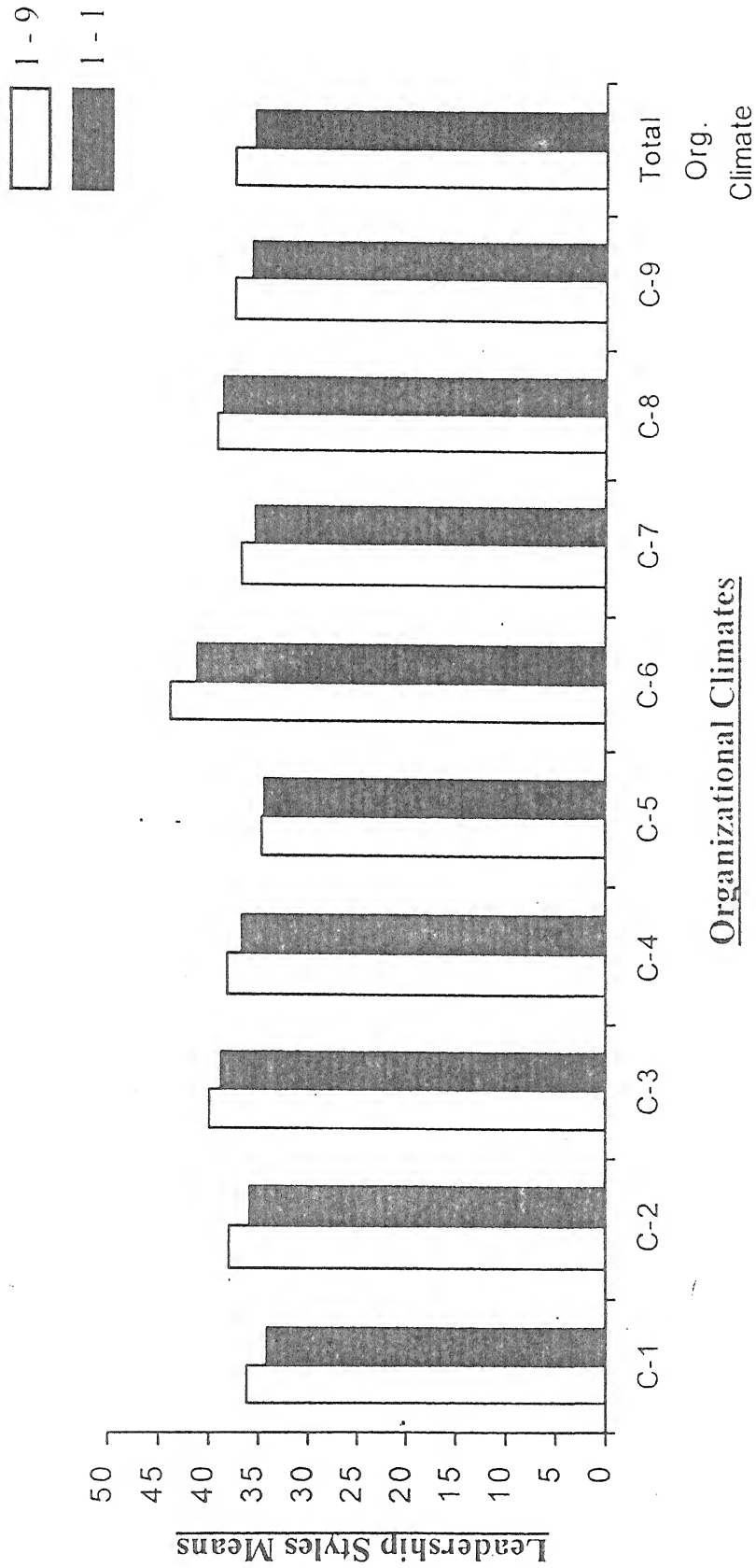
Table -14 (a)

F-values among Leadership Styles (1-9, 1-1) and Different Organizational Climates.

Organizational Climates	Leadership Styles	N	Leadership style Means	OCQ Means	df	F-values	Significance Level
Disharmony C ₁	1-9	6	36.19	22	2	1.60	—
	1-1	4	34.21		17		
Hindrane C ₂	1-9	6	37.92	26	2	2.38	—
	1-1	4	35.86		17		
Support and Satisfaction C ₃	1-9	6	39.90	31	2	1.87	—
	1-1	4	38.92		17		
Authoritarianism C ₄	1-9	6	38.35	23	2	1.78	—
	1-1	4	36.80		17		
Thurst C ₅	1-9	6	34.59	33	2	1.10	—
	1-1	4	34.39		17		
Democracy and Freedom C ₆	1-9	6	43.88	35	2	3.71	.05
	1-1	4	41.20		17		
Academic Emphasis C ₇	1-9	6	36.62	17	2	1.70	—
	1-1	4	35.19		17		
Discipline and Control C ₈	1-9	6	39.0	20	2	.96	—
	1-1	4	38.66		17		
Lack of Facilities C ₉	1-9	6	37.30	18	2	1.62	—
	1-1	4	35.45		17		
Total Organizational Climate	1-9	6	37.50	136.25	2	2.82	—
	1-1	4	35.25		17		

Fig. 7

Difference in (1-9) and (1-1) Leadership Styles in Different Org. Climates



HYPOTHESIS - 7

(vii) Country club Management (1-9) and Impoverished Management (1-1) Style –

t-values. From the tables 14 and 14 a (1-9) leadership style means are higher than that of (1-1) leadership in all the cases. But the differences between both the leadership style are very low and not significant at any level of significance in favourable as well as unfavourable organizational climates.

F. values F-values are obtained among the (1-9, 1-1) and organizational climates insignificant. It clearly shows that these leadership styles have very low scores in comparison to others. The persons belong to (1-9) and (1-1) leadership style should improve himself in both the climates and make the efforts in positive direction which makes the future of the institutions.

Leadership style differences of means in all the organizational climates can be seen in fig. 7

HYPOTHESIS - 8

(viii) Impoverished Management (1-1) and Team Management (9-9) Styles -

t-values : Tables 15 and 15a show the (9-9) leadership style has acquired larger mean values in both type of organizational climates. In unfavourable organizational climates C1, C2, C4 and C9 means are 51.00, 51.87, 52.85 and 50.69 have a difference with 34.21, 35.86, 36.80 and 35.45 (1-1) leadership style means. The 't' values are found 8.11, 5.92, 7.00 and 6.43 significant at .01 level of significance.

Table -15

Means, Standard Deviation, Standard Error and 't'-values of Leadership Styles (1-1,9-9) in Different Organizational Climates

Organizational Climates	Leadership Styles	N	Leadership Style Means	SD	SED	't'-values	Significance Level
Disharmony C ₁	1-1 9-9	4 18	34.21 51.00	3.77	2.07	8.11	.01
Hindrance C ₂	1-1 9-9	4 18	35.86 51.87	4.91	2.70	5.92	.01
Support and Satisfaction C ₃	1-1 9-9	4 18	38.92 49.24	5.65	3.10	3.32	.01
Authoritarianism C ₄	1-1 9-9	4 18	36.80 52.85	4.17	2.29	7.03	.01
Thurst C ₅	1-1 9-9	4 18	34.39 48.37	3.99	2.19	6.38	.01
Democracy and Freedom C ₆	1-1 9-9	4 18	41.20 52.62	5.96	3.27	3.49	.01
Academic Emphasis C ₇	1-1 9-9	4 18	35.19 45.66	5.85	3.21	3.26	.01
Discipline and Control C ₈	1-1 9-9	4 18	38.66 48.36	5.10	2.80	3.46	.01
Lack of Facilities C ₉	1-1 9-9	4 18	35.45 50.69	4.32	2.37	6.43	.01
Total Organizational Climate	1-1 9-9	4 18	35.25 53.00	2.63	1.45	12.24	.01

Table -15(a)

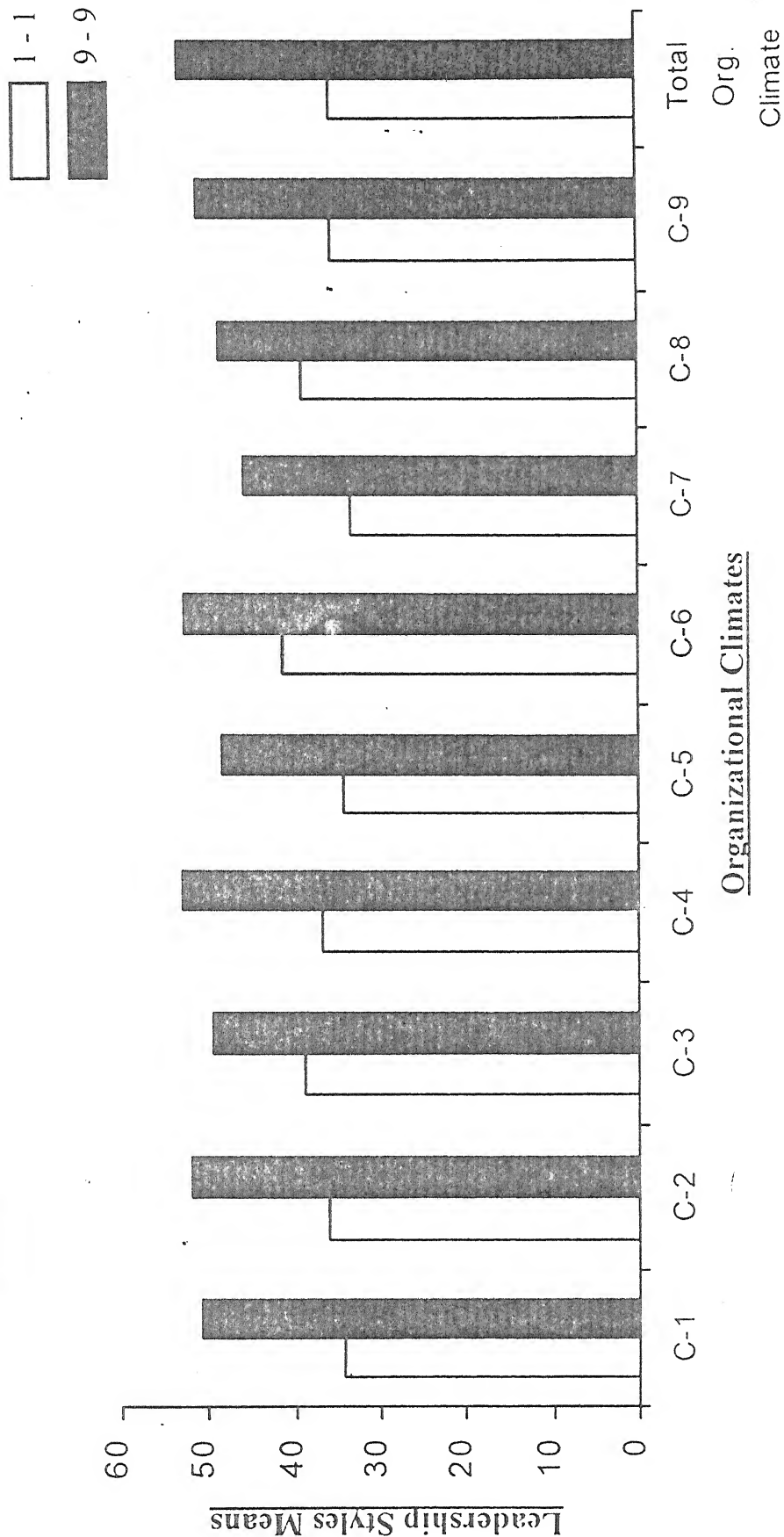
Analysis of Variance

**F-values among Leadership Styles (1-1,9-9) and Different Ogranizational
Climates**

Organizational Climates	Leadership Styles	N	Leadership Style Means	OCQ Means	df	F-values	Significance Level
Disharmony C ₁	1-1 9-9	4 18	34.21 51.00	24	2 41	6.91	.01
Hindrance C ₂	1-1 9-9	4 18	35.86 51.87	26	2 41	5.12	.01
Support and Satisfaction C ₃	1-1 9-9	4 18	38.92 49.24	30	2 41	3.20	--
Authoritaria- nism C ₄	1-1 9-9	4 18	36.80 52.85	23	2 41	6.01	.01
Thurst C ₅	1-1 9-9	4 18	34.39 48.37	32	2 41	5.40	.01
Democracy and Freedom C ₆	1-1 9-9	4 18	41.20 52.62	36	2 41	3.57	.05
Academic Emphasis C ₇	1-1 9-9	4 18	35.19 45.66	18	2 41	3.19	--
Discipline and Control C ₈	1-1 9-9	4 18	38.66 48.36	21	2 41	3.56	.05
Lack of Facilities C ₉	1-1 9-9	4 18	35.45 50.69	19	2 41	5.45	.01
Total Organizattinal Climate	1-1 9-9	4 18	35.25 53.0	170.25	2 41	7.12	.01

Fig. 8

Difference in (1-1) and (9-9) Leadership Styles in Different Org. Climates



The differences between these two leadership styles also have significant results with 't' values 3.32, 6.38, 3.49, 3.26 & 3.46 in favourable organizational climates C_3 , C_5 , C_6 , C_7 and C_8 . respectively. F-values : After introducing the third variable organizational climate with (1-1) and (9-9) leadership styles F-values were calculated for all the differences. The corresponding F-values with 't' values are also found significant in both the favourable as well as unfavourable climates except C_3 and C_7 .

These differences show that (9-9) leadership does not deviate with unfavourable organizational climates while as (1-1) leadership style effected more with these climates. Hence, the (9-9) leadership style person should involve himself with more task and related academic matter in the institutions.

Difference of means between (1-1) and (9-9) styles have been shown in fig. 8.

HYPOTHESIS - 9

(ix) Impoverished Management (1-1) and Middle of the Road Management (5-5) styles --

t-values : In C_1 , C_2 , C_4 and C_9 unfavourable climates (1-1) leadership style have mean values 34.21, 35.86, 36.8 and 35.45 respectively. But (5-5) leadership style means are 44.37, 46.78, 48.90 and 47.31 quite high to their counterparts. The 't' values also found significant at .01 level of significance of the above differences. (1-1) Leadership style have very low scores in such climates. This can be improved by providing good facilities and also reduced conflicts, uncordial relationship etc. among the principals, teachers and students.

Table -16

Means, Standard Deviation, Standard Error and 't'-values of Leadership Styles
(1-1,5-5) in Different Organizational Climates

Organizational Climates	Leadership Styles	N	Leadership Style Means	SD	SED	't'-values	Significance Level
Disharmony C ₁	1-1 5-5	4 14	34.21 44.37	1.99	1.11	9.15	.01
Hindrance C ₂	1-1 5-5	4 14	35.86 46.78	2.85	1.59	6.86	.01
Support and Satisfaction C ₃	1-1 5-5	4 14	38.92 44.50	3.40	1.90	2.93	.01
Authoritaria- nism C ₄	1-1 5-5	4 14	36.80 48.90	2.35	1.31	9.23	.01
Thurst C ₅	1-1 5-5	4 14	34.39 45.20	3.89	2.17	4.98	.01
Democracy and Freedom C ₆	1-1 5-5	4 14	41.20 49.32	4.21	2.35	3.45	.01
Academic Emphasis C ₇	1-1 5-5	4 14	35.19 42.98	4.48	2.50	3.11	.01
Discipline and Control C ₈	1-1 5-5	4 14	38.66 43.60	4.36	2.44	2.02	--
Lack of Facilities C ₉	1-1 5-5	4 14	35.45 47.31	3.18	1.78	6.66	.01
Total Organizational Climate	1-1 5-5	4 14	35.25 44.0	1.56	.88	9.89	.01

Table -16(a)

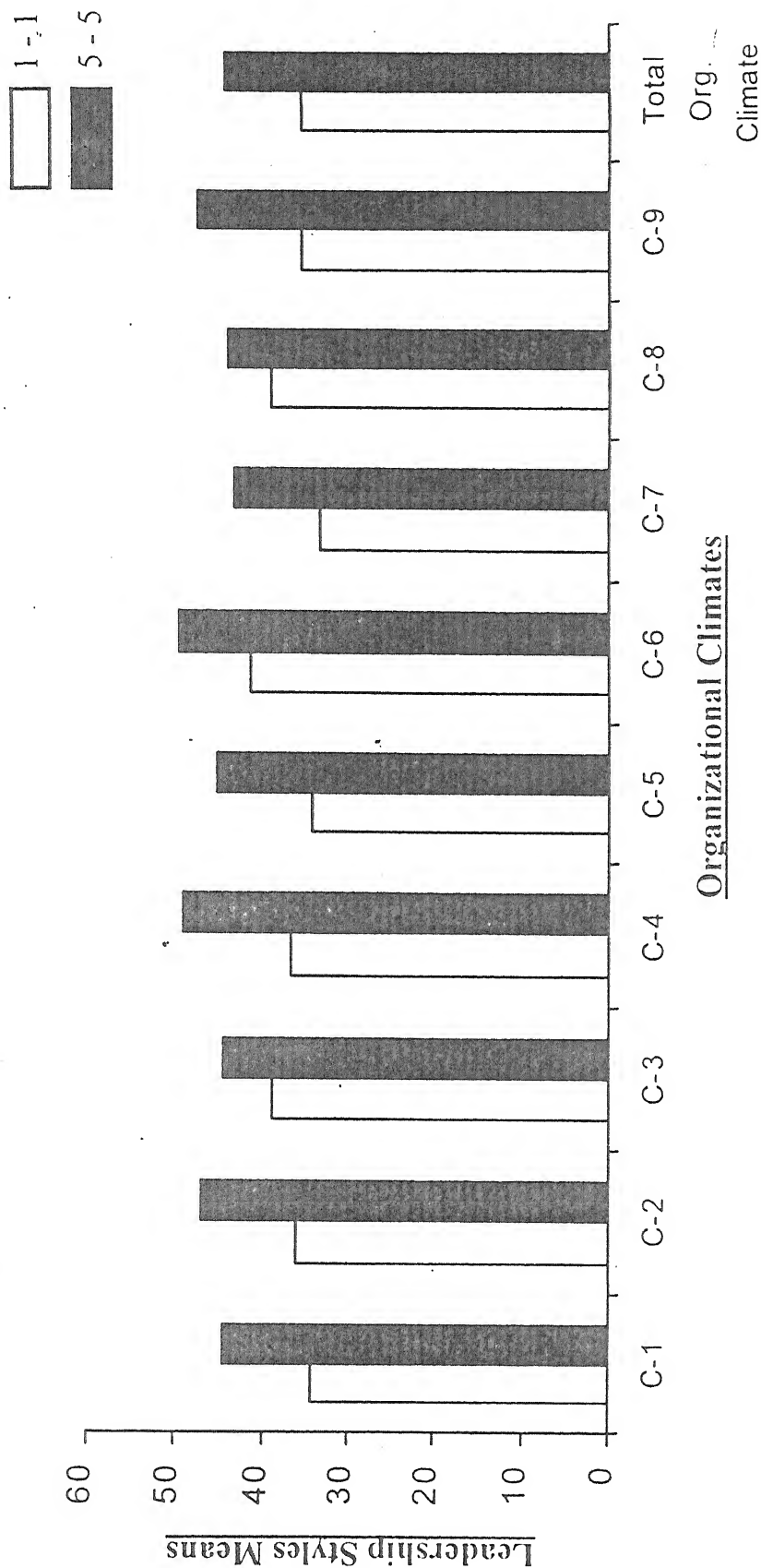
Analysis of Variance

**F-values among Leadership Styles (1-1,5-5) and Different Ogranizational
Climates**

Organizational Climates	Leadership Styles	N	Leadership Style Means	OCQ Means	df	F-values	Significance Level
Disharmony C ₁	1-1 5-5	4 14	34.21 44.37	25	2 33	7.12	.01
Hindrance C ₂	1-1 5-5	4 14	35.86 46.78	28	2 33	5.33	.01
Support and Satisfaction C ₃	1-1 5-5	4 14	38.92 44.50	32	2 33	3.22	--
Authoritaria- nism C ₄	1-1 5-5	4 14	36.80 48.90	22	2 33	7.15	.01
Thurst C ₅	1-1 5-5	4 14	34.39 45.20	30	2 33	3.37	.05
Democracy and Freedom C ₆	1-1 5-5	4 14	41.20 49.32	35	2 33	3.22	--
Academic Emphasis C ₇	1-1 5-5	4 14	35.19 42.98	18	2 33	3.20	--
Discipline and Control C ₈	1-1 5-5	4 14	38.66 43.60	20	2 33	1.98	--
Lack of Facilities C ₉	1-1 5-5	4 14	35.45 47.31	21	2 33	5.34	.01
Total Organizattinal Climate	1-1 5-5	4 14	35.25 44.00	149.75	2 33	7.40	.01

Fig. 9

Difference in (1-1) and (5-5) Leadership Styles in Different Org. Climates



The differences in favourable climates ^{have} also found significant at .01 level of significance due to large differences in (5-5) and (1-1) leadership styles scores.

F-values : After introducing the organizational climates scores with (5-5) and (1-1) leadership styles scores, F-values were calculated and found highly significant at .01 level in case of unfavourable climates C1, C2, C4 and C9.

But in C3, C6, C7 and C8 the F-values have shown the favourable climates make the differences between (1-1) and (5-5) low and insignificant. Hence, the favourable climates uplift the (1-1) leadership style. A significant result has also obtained in case of C5 favourable climate. It shows the person belongs to this class can not achieve their goal and make good behaviour to others.

With total organizational climate F-value is found significant at .01 level of significance due to large differences between (1-1) and (5-5) with unfavourable climates.

Mean scores of leadership styles in different organizational climate have also been represented in fig. 9.

HYPOTHESIS - 10

(x) Middle of the Road Management (5-5) and Team Management (9-9) Styles -

t-values : From the above tables-17 and 17(a) in favourable climates C₃, C₆, C₇ and C₈ (9-9) leadership styles have the means 49.24, 52.62, 45.66 and 48.36 respectively. The (5-5) leadership style means 44.50, 49.32, 42.98 and 43.60 are low and the difference between them significant at .05 and .01 level of significance.

Table -17

Means, Standard Deviation, Standard Error and 't'-values of Leadership Styles (5-5,9-9) in Different Organizational Climates

Organizational Climates	Leadership Styles	N	Leadership Style Means	SD	SED	't'-values	Significance Level
Disharmony C ₁	5-5 9-9	14 18	44.37 51.00	3.16	1.10	6.02	.01
Hindrance C ₂	5-5 9-9	14 18	46.78 51.87	2.91	1.01	5.03	.01
Support and Satisfaction C ₃	5-5 9-9	14 18	44.50 49.24	2.85	.99	4.78	.01
Authoritarianism C ₄	5-5 9-9	14 18	48.90 52.85	2.79	.97	4.07	.01
Thurst C ₅	5-5 9-9	14 18	45.20 48.37	3.28	1.83	1.73	--
Democracy and Freedom C ₆	5-5 9-9	14 18	49.32 52.62	2.60	.91	3.62	.01
Academic Emphasis C ₇	5-5 9-9	14 18	42.98 45.66	2.99	1.04	2.57	.05
Discipline and Control C ₈	5-5 9-9	14 18	43.60 48.36	2.56	.89	5.34	.01
Lack of Facilities C ₉	5-5 9-9	14 18	47.31 50.69	2.29	.80	4.22	.01
Total Organizational Climate	5-5 9-9	14 18	44.0 53.0	2.16	.769	11.70	.01

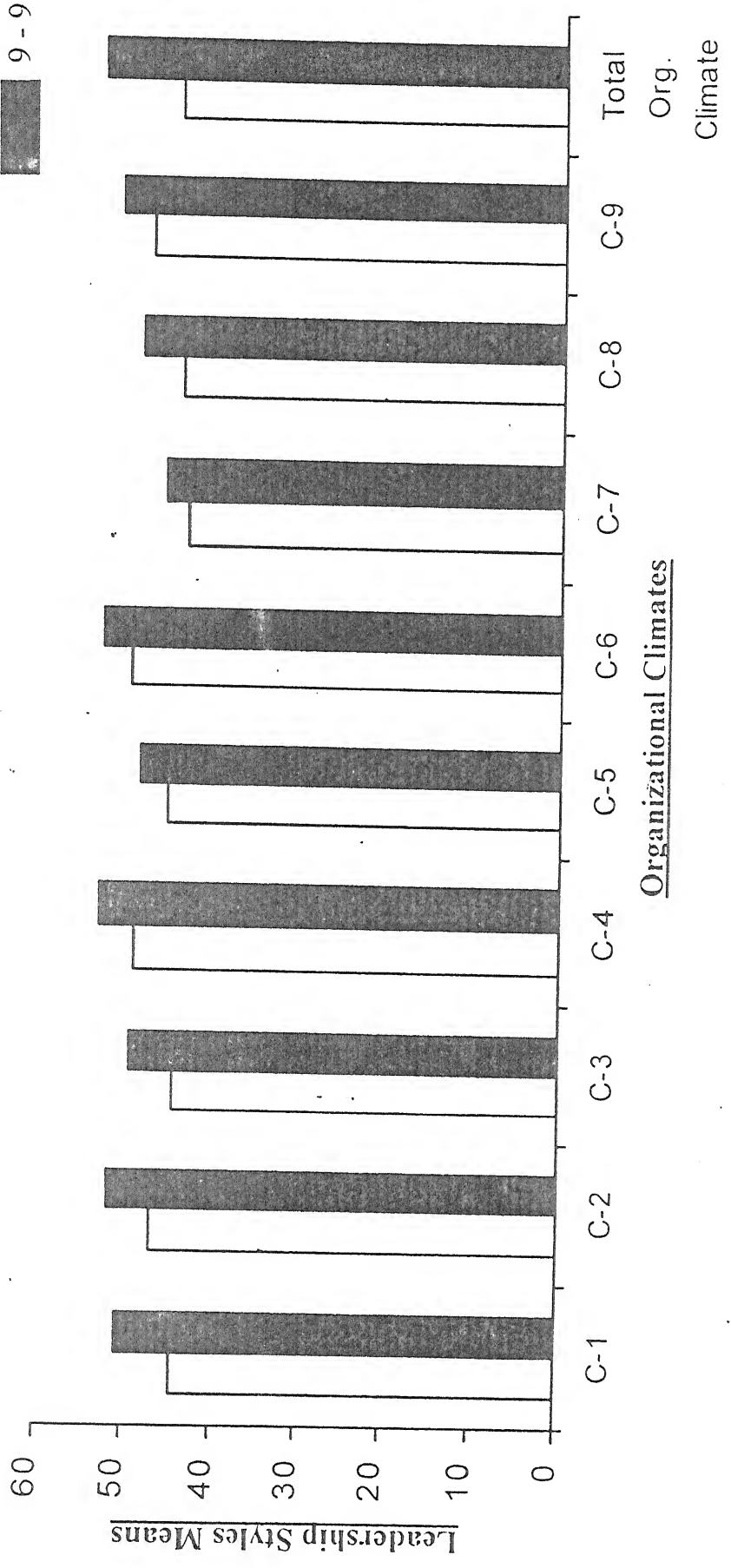
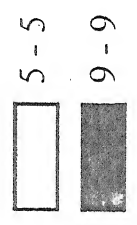
Table -17(a)

Analysis of Variance

F-values among Leadership Styles (5-5,9-9) and Different Ogranizational
Climates

Organizational Climates	Leadership Styles	N	Leadership Style Means	OCQ Means	df	F-values	Significance Level
Dis harmony C ₁	5-5 9-9	14 18	44.37 51.00	23	2 62	5.23	.01
Hindrance C ₂	5-5 9-9	14 18	46.78 51.87	25	2 62	4.92	.05
Support and Satisfaction C ₃	5-5 9-9	14 18	44.50 49.24	31	2 62	4.13	.05
Authoritaria- nism C ₄	5-5 9-9	14 18	48.90 52.85	24	2 62	3.78	.05
Thurst C ₅	5-5 9-9	14 18	45.20 48.37	30	2 62	2.09	--
Democracy and Freedom C ₆	5-5 9-9	14 18	49.32 52.62	33	2 62	3.34	--
Academic Emphasis C ₇	5-5 9-9	14 18	42.98 45.66	17	2 62	3.01	--
Discipline and Control C ₈	5-5 9-9	14 18	43.60 48.36	22	2 62	4.93	.01
Lack of Facilities C ₉	5-5 9-9	14 18	47.31 50.69	18	2 62	3.98	.01
Total Organizattinal Climate	5-5 9-9	14 18	44.0 53.0	192.50	2 62	8.71	.01

Difference in (5-5) and (9-9) Leadership Styles in Different Org. Climates



But the F-values after introducing organizational climates were found not significant at any level. It is due to that favourable climates make the differences between (5-5) and (9-9) leadership style low or both the leadership style acquire more scores in favourable climates.

In C_3 and C_8 the F-values were found significant at .05 and .01 level of significance and show the differences in both the leadership styles in favourable climates.

In unfavourable climates C_1 , C_2 , C_4 and C_9 means for (5-5) leadership style 44.37, 46.78, 48.90 and 47.31 are less with the means of (9-9) leadership style (i.e. 51.00, 51.87, 52.85 and 50.69). The corresponding 't' values 6.02, 5.03, 4.07 and 4.22 are quite significant at .01 level of significance. It clearly shows that unfavourable climates disharmony, authoritarianism, lack of facilities play an important role in these differences.

F-values : Over all the difference in between (5-5) and (9-9) leadership styles was significant at both the level of significance. Above analysis clearly indicates that the (5-5) leadership style improved as (9-9) leadership style by making some positive efforts towards the improvement in unfavourable climate.

Leadership styles differences between (5-5) and (9-9) can also be seen in fig. 10.

Discussion : t- test

Differences of leadership styles -

(9-9) leadership style with other styles -

On the basis of above tables regarding the differences in leadership styles, it is found that (9-9) leadership style dominate to (5-

5), (9-1), (1-9) and (1-1) leadership styles and an order of domination has been shown in this regard as -

$$9-9 > (5-5) > (9-1) > (1-9) > (1-1)$$

The principals belong to (9-9) style have more dominating power in comparison to others :

(5-5) leadership style with other styles :

(5-5) leadership style have shown more significant differences with (9-1), (1-9) and (1-1) styles. Therefore, (5-5) style also have domination with other styles like as -

$$(5-5) > (9-1) > (1-9) > (1-1)$$

(9-1) leadership style with other styles :

(9-1) leadership has shown one significant differences in different org. climates with (1-9) leadership style while as (9-1) have six significant differences with (1-1) leadership style. Therefore, it has been found that (9-1) style have sometimes more dominance with (1-9) or sometimes have shown equality with (1-9) style.

$$(9-1) \geq (1-9) > (1-1)$$

(1-9) leadership style with (1-1) style :

(1-9) and (1-1) leadership styles do not have more significant differences in leadership style scores. But the mean scores of (1-9) style have been obtained slightly greater than that of (1-1) style mean scores. On the basis of above fact it can be said that (1-9) style dominate over the (1-1) style. Hence, it can represented as -

$$(1-9) > (1-1)$$

Analysis of Variance : F-test :

Difference in leadership styles with regard to Organizational Climates -

show any remarkable change in regards to make the differences low and meaningful.

(1-1) - (5-5) styles : F- values in total as well as in unfavourable climates are significant and shows (5-5) leadership style is better in comparision to (1-1) style.

(5-5) - (9-9) styles : Both the styles have shown better performance in all the organizational climates. But, in unfavourable climates significant F-values indicate that (9-9) style dominant over the (5-5) style.

The findings of the study that dominant leadership styles are closely related to favourable organizational climates. These findings are well agreed with the findings of Mahashabde (1990, Chapter 2, ref. 72), Darji (1975, Chapter 2, ref. 19), Gupta (1978, Chapter 2, ref. 32) and Peadersen (1981, Chapter 2, ref. 8) and Gibbson (1982, Chapter 2, ref. 115). In these findings effective leadership styles creat favourable climates, high teacher's morale and proper, satisfaction in teachers. The findings of Gupta (1987, Chapter 2, ref. 34), Gupta (1988, Chapter 2, ref. 35) and Farinola (1971, Chapter 2, ref. 58) have many resemblance with the findings of present study regarding in open climates, principals have shown good administration. While as Sharma (1973, chapter 2, ref. 75) and Prutsman (1975, chapter 2, ref. 46) do not agree with the findings of the study.

Successful leadership styles have good decision making power, generate favourable climates, etc. of this study resemble with the studies of Gupta (1985, chapter 2, ref. 33) Kalpande (1990, chapter 2, ref. 63) and Vice (1976, chapter 2, ref. 114), Mio (1976, chapter 2, ref. 106) and Taj (1992, chapter 2, ref. 112).

(9-9) - (9-1) styles -

The difference in (9-9) and (9-1) styles is significant at .01 level of significance. Because the unfavourable dimensions do not show any favourable attitude towards the (9-1) leadership style.

(9-1) - (5-5) styles : The means of (5-5) style are higher than (9-1) style. Difference is significant in between both the leadership styles. Here the similar results are found as in previous case.

(9-1) - (1-1) styles : Eight F-values out of ten are found low and insignificant at any level. Therefore, it can be concluded that favourable dimensions favour the (1-1) style and makes the differences low and insignificant.

(9-1) - (1-9) styles : The means of both the styles have shown very little differences. Which were found not significant at any level. It means here the favourable dimensions favour both the leadership styles.

(1-9) - (9-9) styles : (9-9) styles means are better in comparison to that (1-9) style and the F- values have been shown significant differences in total and in unfavourable dimensions. Hence, (9-9) style have much domination over the (1-9) style.

(1-9) - (5-5) styles : The similar results have been obtained as in (1-9) - (9-9) styles with regard to organizational climates. Here (5-5) style also shows better results in comparison to that of (1-9) style.

(1-9) - (1-1) styles : Both the leadership styles do not show any better performance regarding to each other. It is due to all F- values insignificant except one in case of C6.

(1-1) - (9-9) styles : (9-9) Style has shown better performances both in favourable and unfavourable climates while as (1-1) style does not

Graphical Representation :

Leadership Styles in Different Organizational Climates :

Disharmony C1 (Fig. 15) : The obtained leadership styles has compared with the standard positions of leadership style in Managerial Grid' Fig. 14. (9-9) Leadership style has the highest positions while as other styles show inclination towards the task management except (5-5) style.

Hindrance C₂ (Fig. -16) : Most of the leadership styles show the inclination towards the people oriented axis while as (9-9) style does not affected with any hindrance and got the highest position on the graph.

Support and Satisfaction C₃ (Fig. 17) : In favourable climate all have the inclination towards task and people. But the (9-9) and (5-5) styles got good positions as compared with the other styles on standard graph (fig. 14).

Authoritarianism C₄ (Fig.-18) : Less dominated styles are found people oriented while as (5-5) and (9-9) style have in better positions regarding both the aspects.

Thurst C5 (Fig.-19) : (9-9) style also have a better position than that of (5-5) and (9-1) styles regarding this dimension.

Democracy and Freedom C6 (Fig. 20) : Less dominated styles show little inclination and more dominated styles have more inclination in both the sides (task and people).

Academic Emphasis C7 (Fig. -21) : Similar, results have also been obtained as in previous case discipline and control C8 (Fig.-22) : All the leadership styles are showing similar trends as in C7 except (1-1) style in this regard.

Teacher's Alienation in Different
Leadership Styles

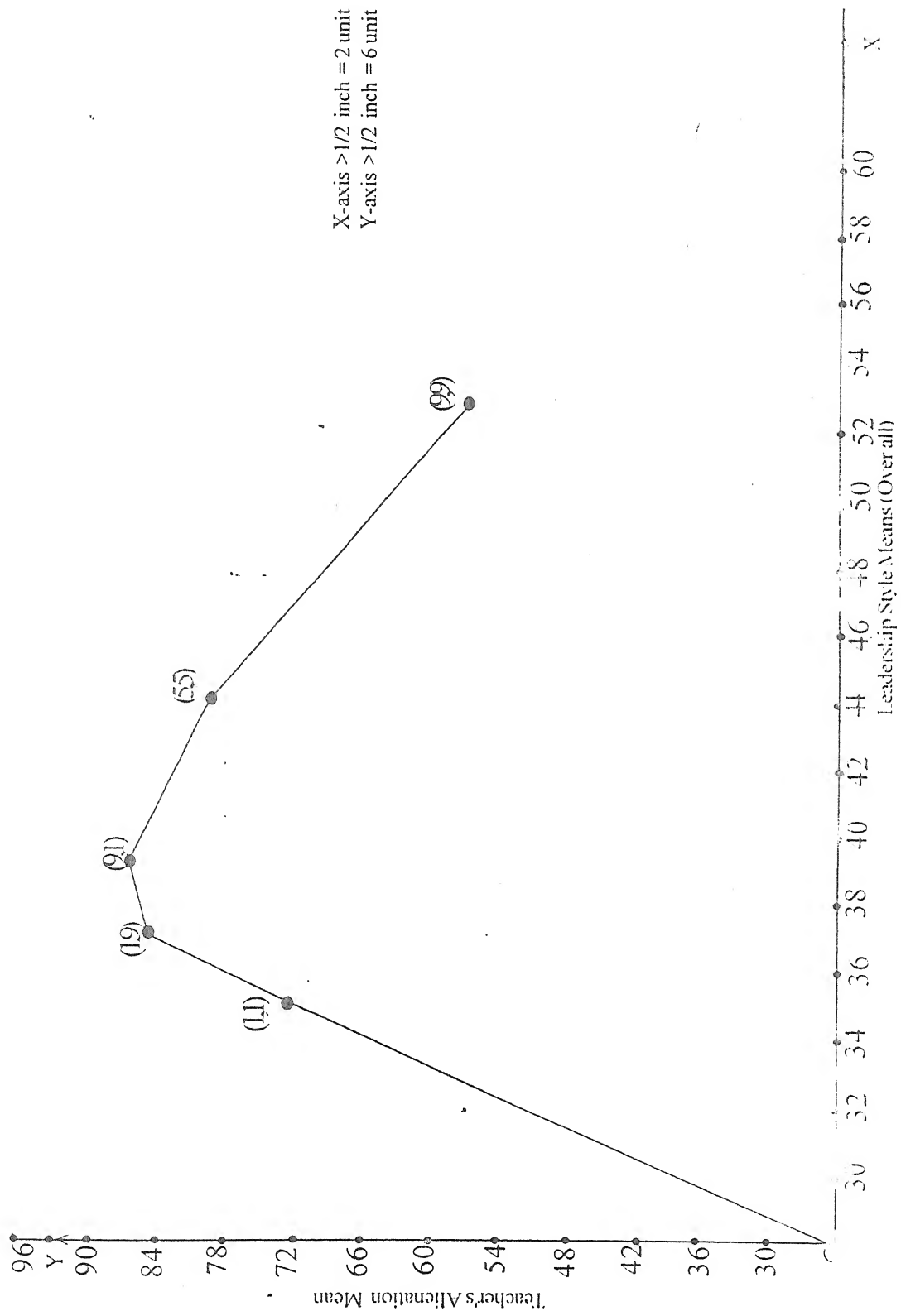


Fig-12
Teacher's Morale in Different
Leadership Styles

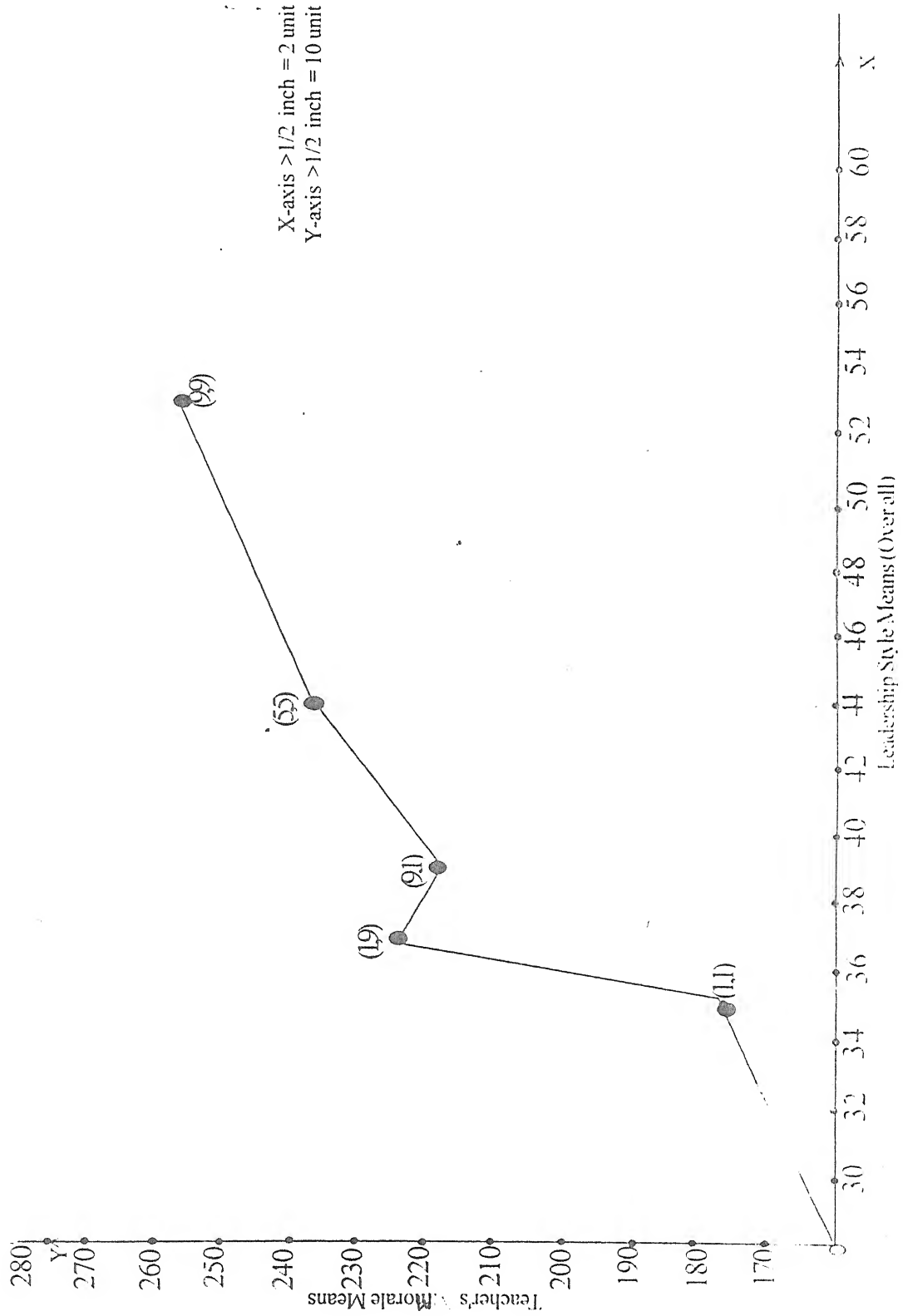
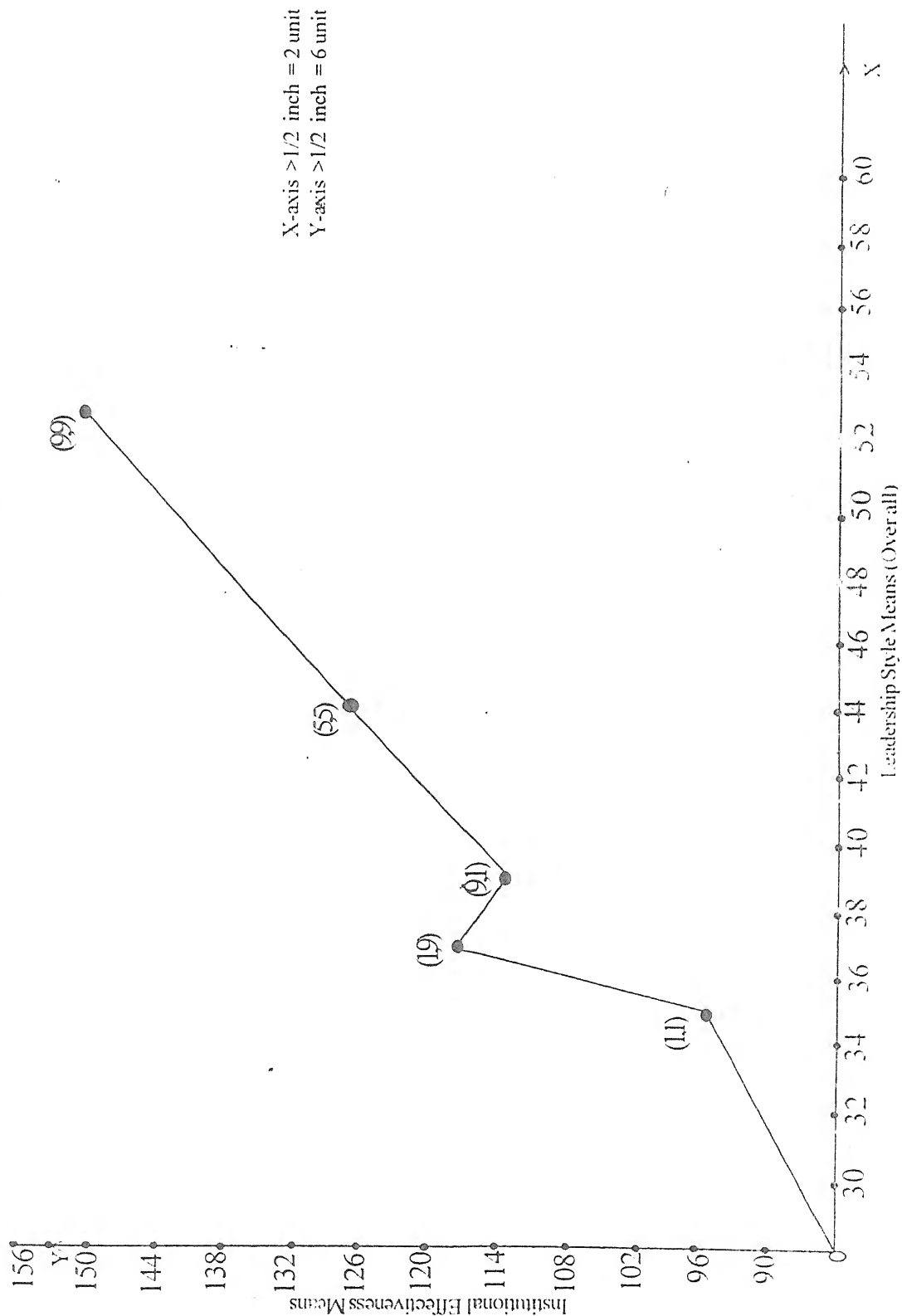


Fig - 13

Institutional Effectiveness in Different Leadership Styles



High

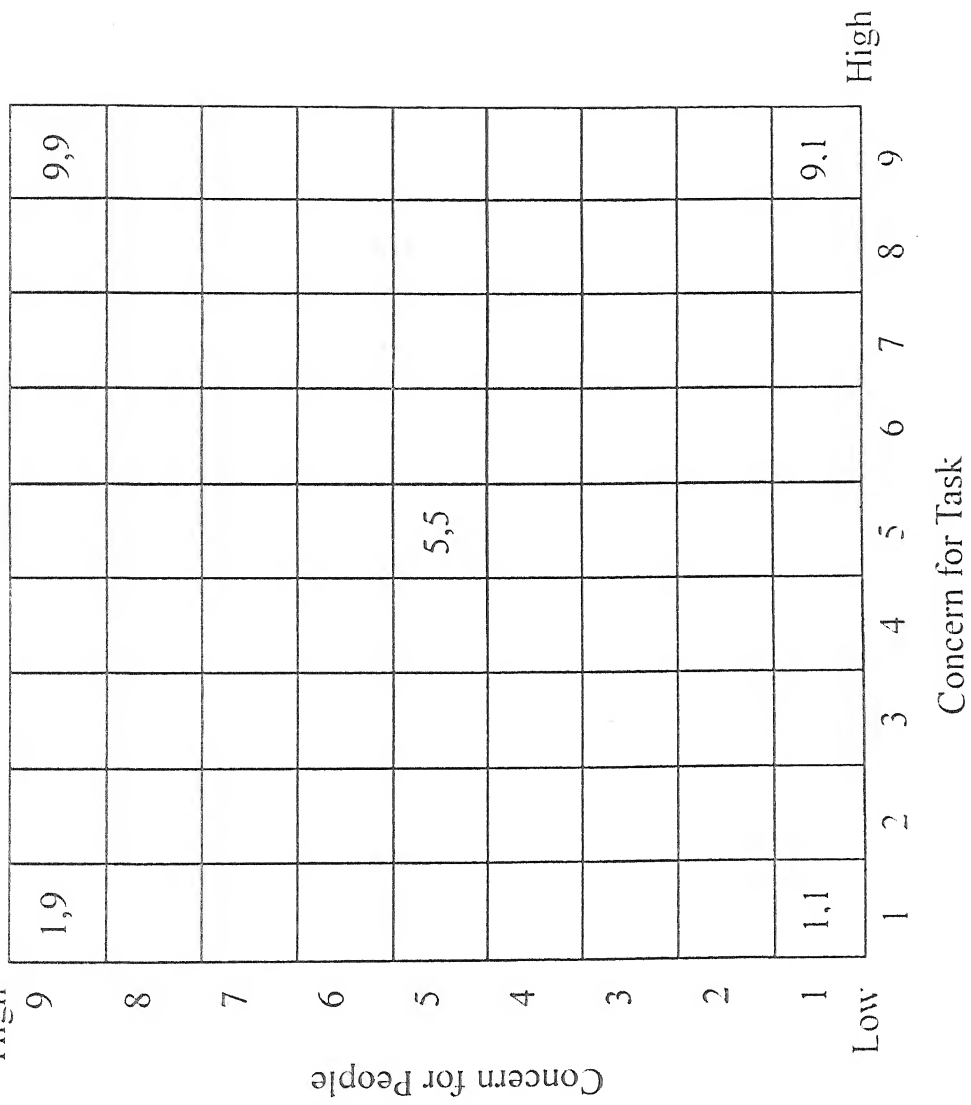
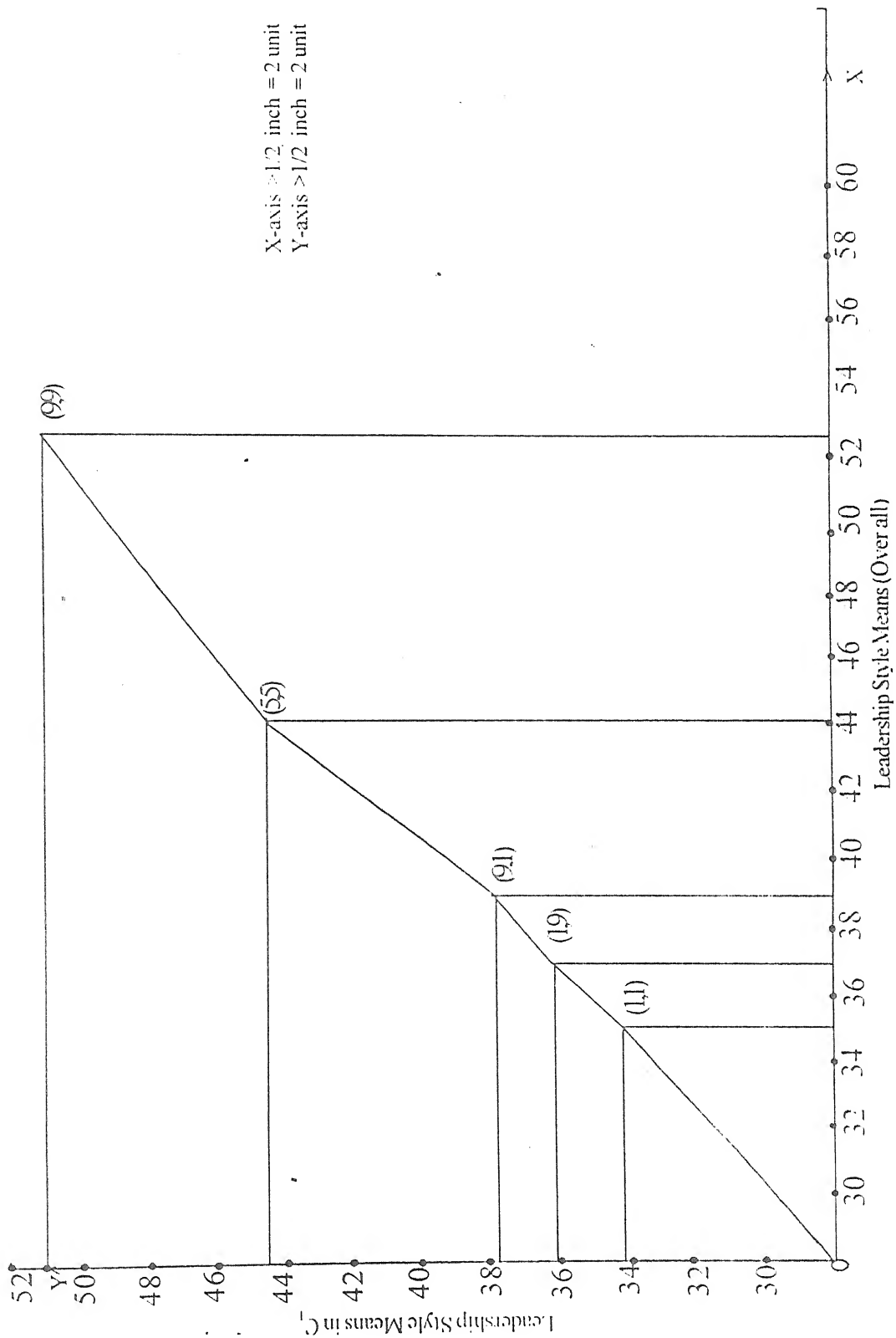


FIG- 5

Organizational climates

(C-1 Disharmony)



(C-2 Hindrance)

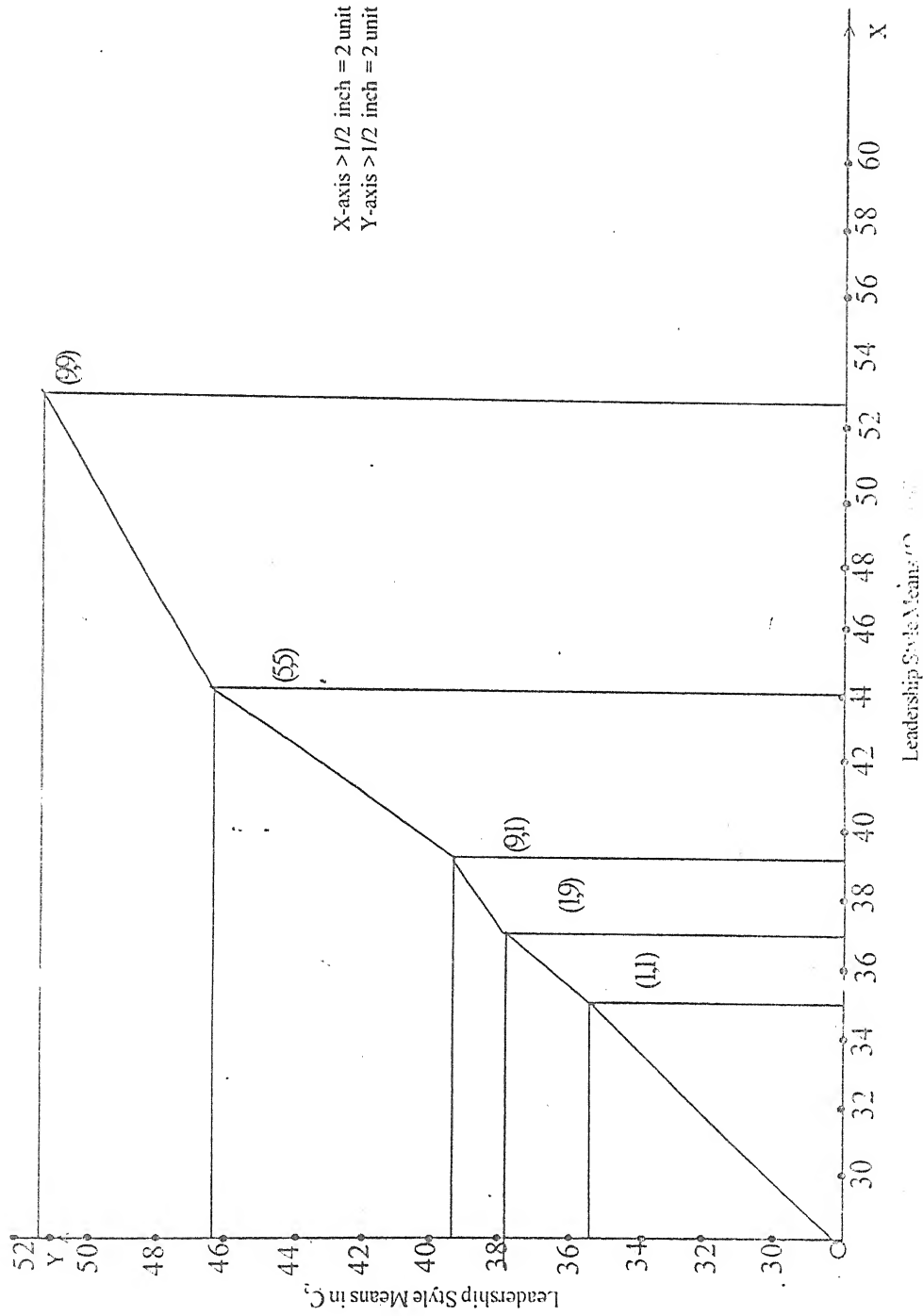
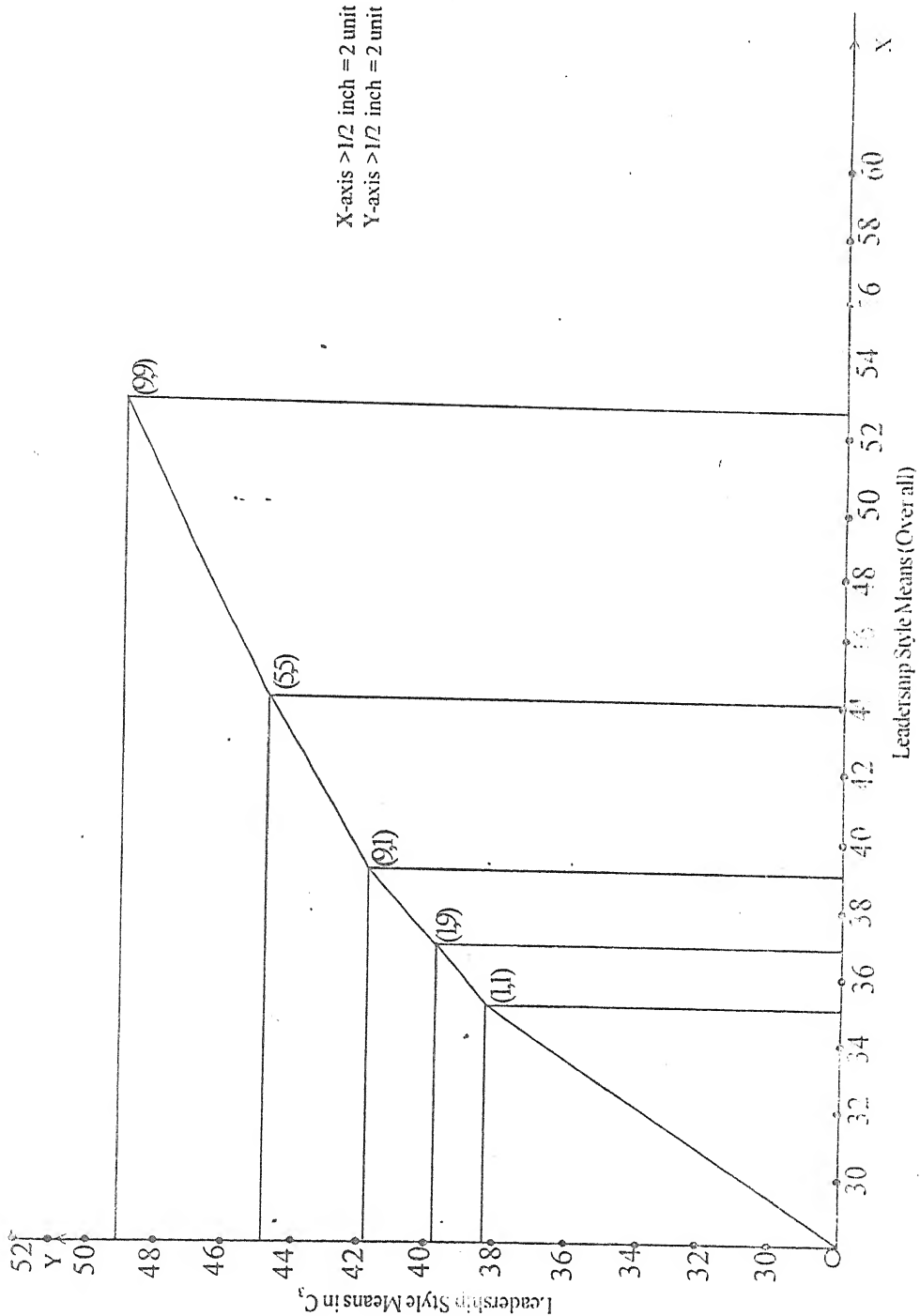


Fig-17

Managerial Grid in Organizational climates

(G-3 Support and Satisfaction)



Managerial Grid in Organizational climates

(C₄ Authoritarianism)

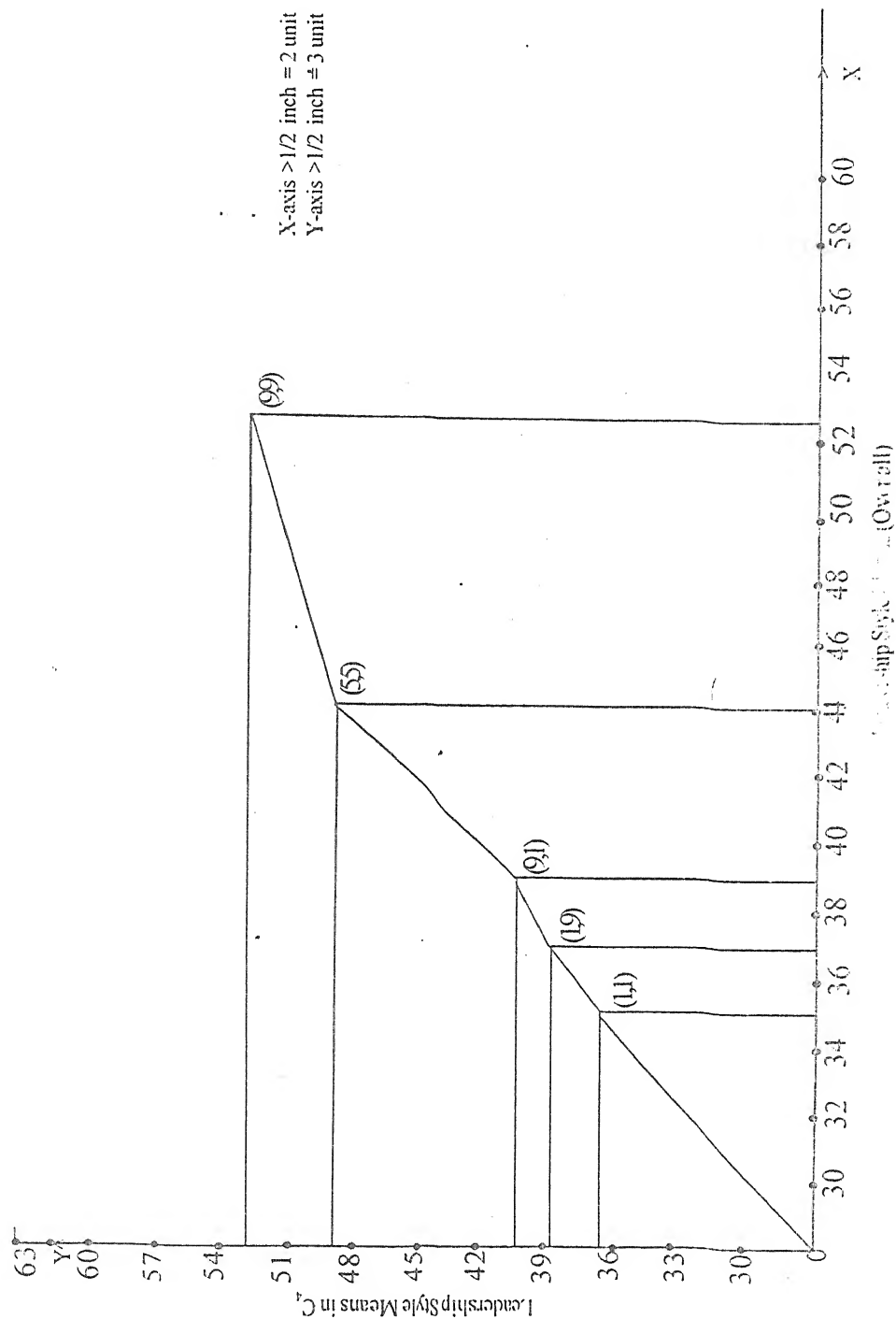
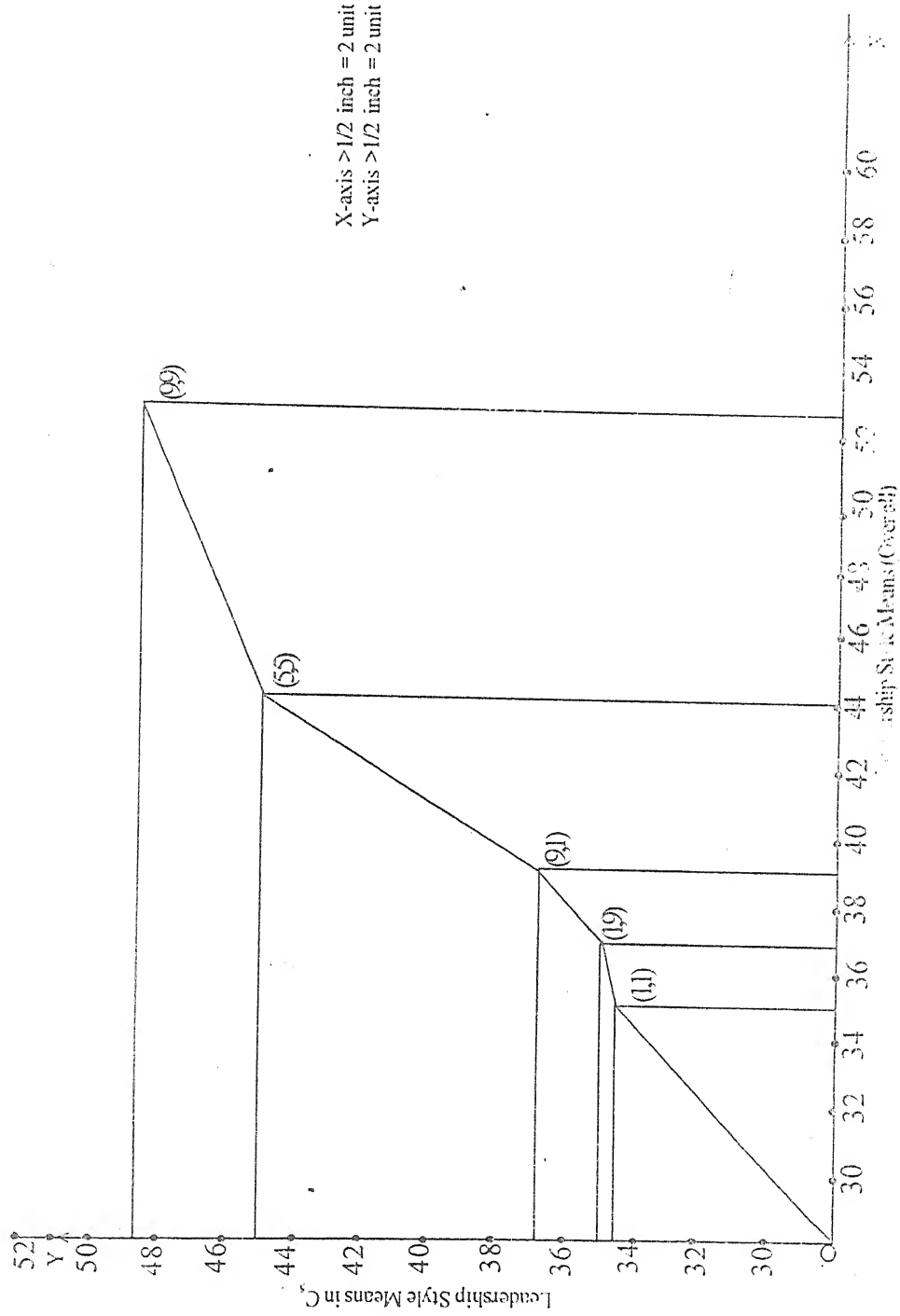
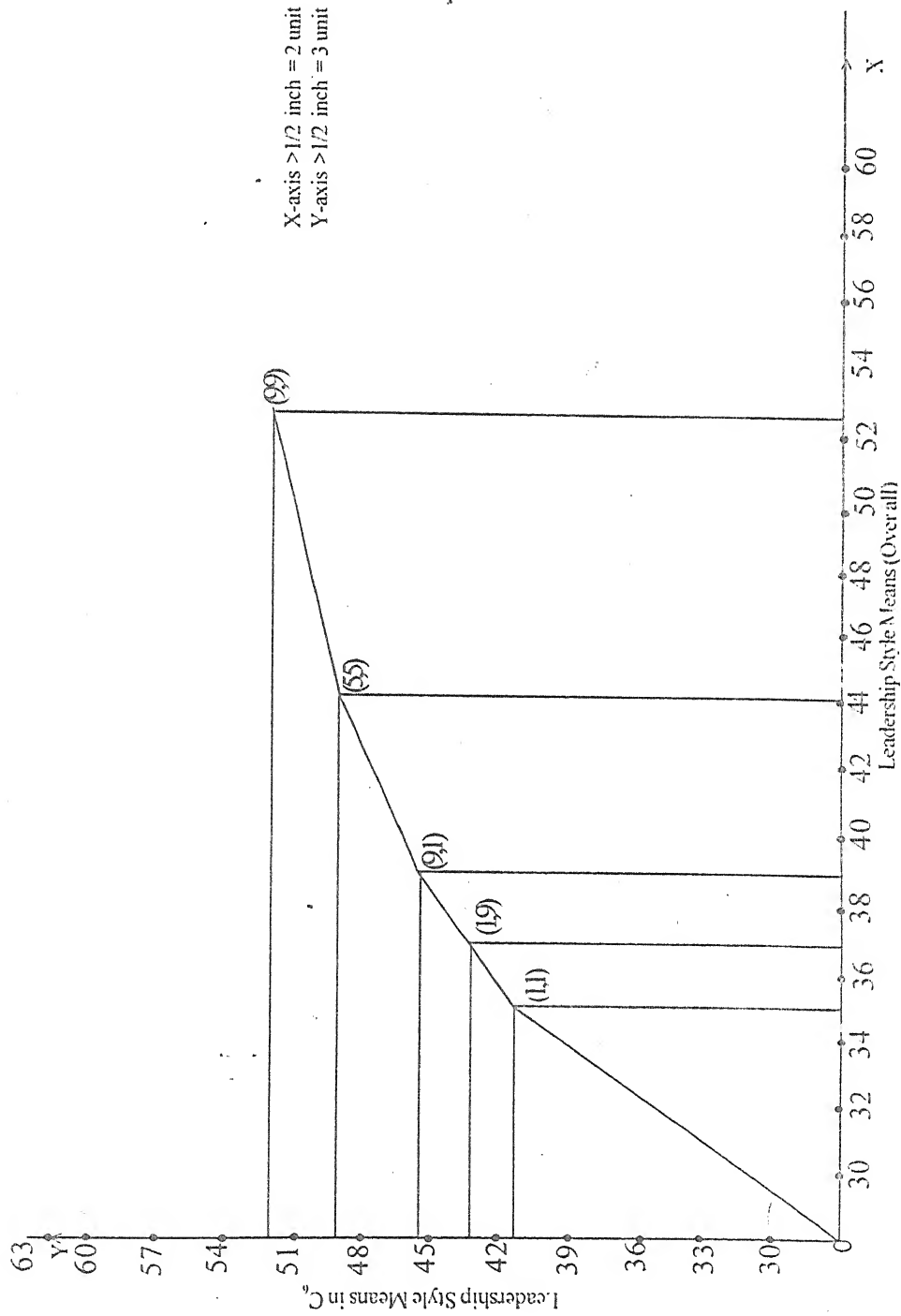


Fig-19
Managerial Grid in Organizational climates
(6-5 Thrust)

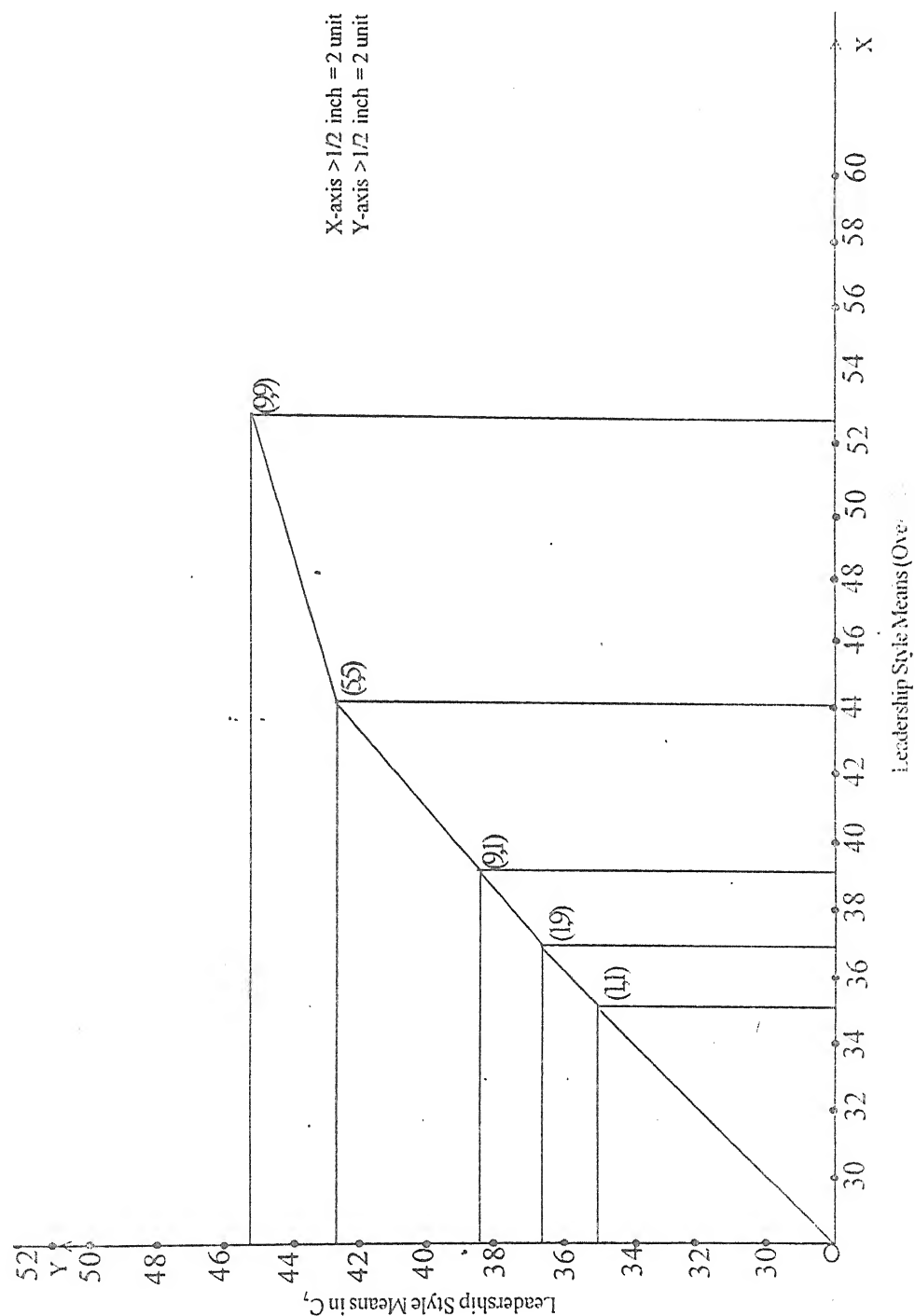


(C-6 Democracy and Control)



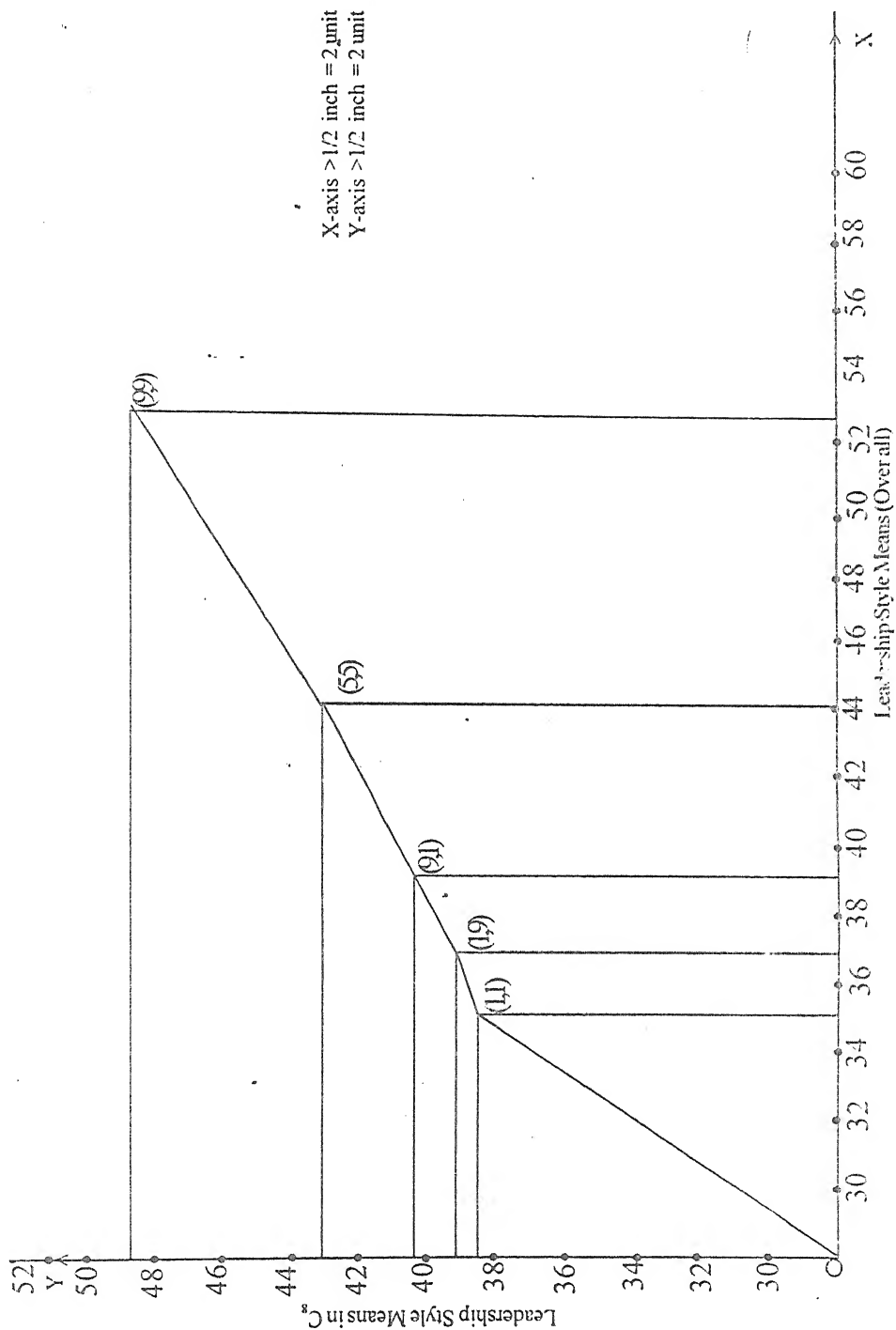
Managerial Grid in Organizational climates

(C-7 Academic Emphasis)



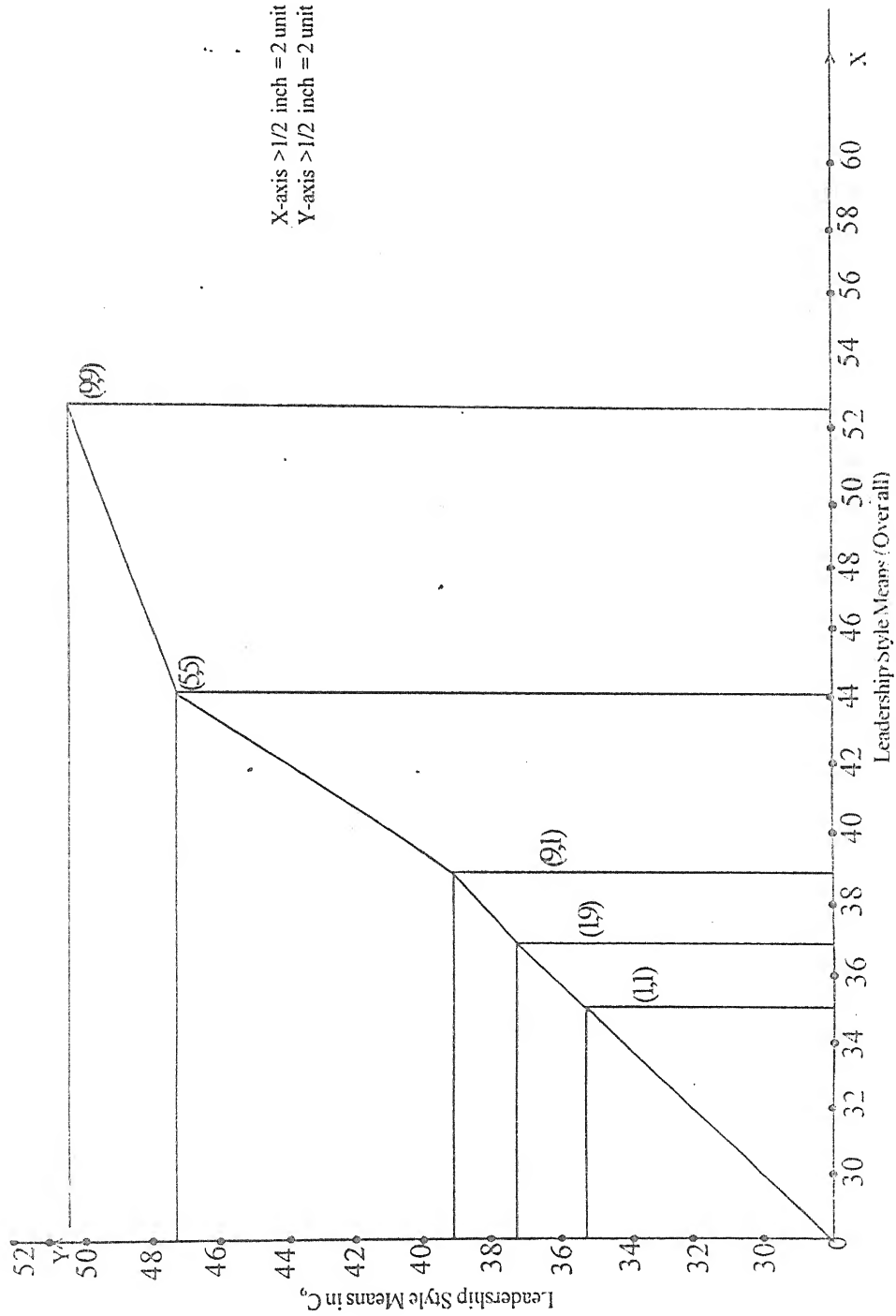
Managerial Grid in Organizational climates

(C-6 Discipline and Control)



Managerial Grid in Organizational climates

(C-9 Lack of Facilities)



(Total Organizational climates)

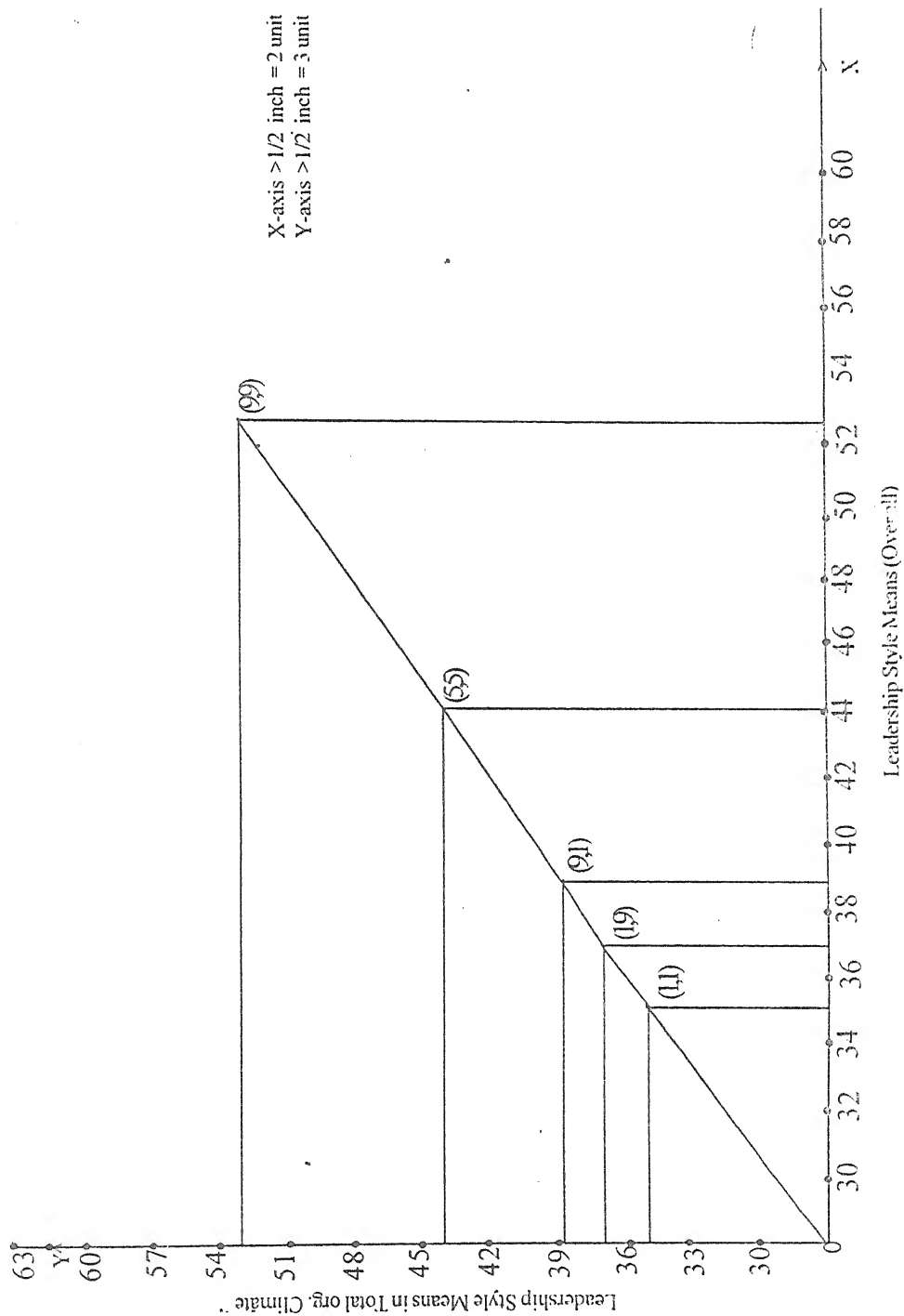


Table – 18

Means, Standard Deviation, Standard Error and 't'-values of Teacher's
Alienation in Different Leadership Styles

Leadership Styles	N	TAS Means	SD	SED	't'-values	Significance Level
9-1	8	86.87	11.95	5.29	1.44	—
5-5	14	79.21				
9-1	8	86.87	8.53	5.22	2.75	.05
1-1	4	72.50				
9-1	8	86.87	8.30	4.48	0.33	—
1-9	6	85.0				
1-9	6	85.0	10.35	4.87	5.74	.01
9-9	18	57.0				
1-9	6	85.0	11.73	5.72	1.01	—
5-5	14	79.21				
1-9	6	85.0	6.62	4.27	2.92	.05
1-1	4	72.50				
1-1	4	72.50	10.62	5.87	2.64	.05
9-9	18	57.0				
1-1	4	72.50	12.91	6.91	0.97	—
5-5	14	79.21				
5-5	14	79.21	12.09	4.30	5.16	.01
9-9	18	57.0				

Lack of Facilities C9 (Fig. - 23) : Less dominated styles have shown the people oriented trend while as (9-9) style shows itself task and people oriented both.

Total Organizational Climate (Fig.-24) : The graph in fig. 24 shows the leadership styles and organizational climate have a direct relationship because both the variables lie on the straight line in the figure. So that leadership styles and organizational climates are related to each other very closely. Team management work (9,9) influences the task and people both, while as (5-5) moderately concern with task and people have also emphasised on academic work, provide facilities to teachers for reducing their alienation and increases the morale values also.

HYPOTHESIS - 11

SUB HYPOTHESIS - 1

2. Differences in Teacher's Alienation in Different Leadership Styles - t- values :

1. Teacher's Alienation in (9-9) and (1-1) Leadership Styles -

In table - 18 the means of alienation in (9-9) and (1-1) leadership styles were found 57.00 and 86.87, respectively. The 't' value 6.63 was significant at .01 level of significance. The exists difference in alienation may be due to both the leadership styles highly concern with task and people.

Teacher's Alienation in (9-1) and (5-5) Leadership Styles :

The mean scores are 86.87 and 79.21, respectively for the teachers belong to (9-1) and (5-5) leadership styles. This difference is found not significant at both the level showing by the 't' value 1.44. Here (9-1) leadership style represents for task oriented

while the (5-5) style represents moderately concern with task and people both.

iii. Teacher's Alienation in (9-1) and (1-1) Leadership Styles :

Table 18 shows that the mean 86.87 of teacher alienation in (9-1) leadership style is greater than the mean of 72.5 in (1-1) leadership style. The difference of means is high and significant at .05 level. Here the (1-1) leadership style is poor in comparison to (9-1) leadership style. Therefore, the teachers feel more alienation in (9-1) style in form of negative attitude towards teacher, indifference and frustration in college situation.

(iv) Teacher's Alienation in (9-1) and (1-9) Leadership Styles :

The mean (from table 18) for teacher alienation in (9-1) style is 86.87 and for (1-9) leadership style is 85.00. The 't' value (.33) between both the group is not significant at any level.

(v) Teacher' Alienation in (1-9) and (9-9) Leadership Styles :

The mean value for teacher's alienation in (1-9) leadership style (85.00) is higher than that of alienation mean in (9-9) style (57.00). The obtained difference is highly significant at .01 level of significance. High mean of teachers alienation in (1-9) style indicates that the principals belong to this class pay more attention on secondary things and not the academic activities. Therefore, the teachers feel more alienation uneasiness in the respective institutions.

(vi) Teacher's Alienation in (1-9) and (5-5) Leadership Styles :

With (1-9) leadership style teacher's alienation 85.00 is found more than that of (5-5) style 79.21. The difference is not significant at any level. But more alienation mean indicates the teachers do not adjust themselves with (1-9) leadership style persons.

(vii) Teacher's Alienation in (1-9) and (1-1) Leadership Styles :

Teachers alienation means 85.00 in (1-9) style is obtained high with alienation mean 72.50 for (1-1) style. The difference in alienation means was found significant ('t' -value 2.92) at .05 level of significance.

(viii) Teacher's Alienation in (1-1) and (9-9) Leadership Styles :

The teachers have high mean scores 72.50 of alienation in (1-1) style and have low mean scores in (9-9) style. The difference, in means of alienation is significant. It seems, the teachers belong to (9-9) styles principals do not feel any frustration, negative attitude, uncooperating behaviour in all respect in the institution. But, the high means score of alienation in teachers of (1-1) style do not show the proper adjustment in the different situations.

(ix) Teacher's Alienation in (1-1) and (5-5) Leadership Styles :

A insignificant result has been obtained (from table 18) in teachers alienation. It indicates the scores were found similar in both the cases. Hence, the conclusion could not be drawn from this difference.

(x) Teacher's Alienation in (5-5) and (9-9) Leadership Styles :

The teachers belong to (5-5) leadership style have more alienation (mean value - 79.21) than in (9-9) style (57.00). Teachers alienation difference is also found significant at .01 level. It clearly shows those institution have good principals and management than their teachers feel no any type of alienation.

Discussion

On the basis of above (table – 18) regarding teacher's alienation, it is found that five differences were significant out of ten and rest of them were found not significant at any level. The results obtained significant in (9-9) – (9-1), (1-9) – (9-9), (1-1) – (9-9) and (5-5) pairs (9-9) It indicates that teachers feel less alienation in (9-9) leadership style. Two differences (9-1) (1-1) and (1-9) (1-1) also showed the significant results regarding alienation except (1-1) style teachers also have less alienation with other styles.

It has also seen that in dominant leadership style, teacher's alienation decreases with most dominant to less dominant styles like as dominance order of styles $(9-9) > (5-5) > (9-1) > (1-9) > (1-1)$ alienation $57.00 < 79.21 < 86.87 < 85.00 < 72.50$.

But the order has been disturbed in (1-1) leadership style with teachers alienation.

The findings of the study alienation increases with poor administration has also been shown by Amita (1980, Chapter 2, ref.3) and Joshi (1984, chapter 2, ref..87). But the findings of the Rathore (1983, Chapter 2, ref. 38) are not agreed with the findings of the present study.

In fig. 11 teachers alienation means were plotted against leadership styles means. The persons belong to (1-9) and (9-1) styles feel more alienation in comparison to other styles. While as the persons of the leadership styles (9-9) and (5-5) have low alienation . It means the teachers belong to effective leadership do not face alienation.

SUB HYPOTHESIS - 2

3- Differences in Teacher's Morale in Different leadership style :

't'-values –

(i) Teacher's Morale in (9-9) and (9-1) Leadership Styles –

The mean values are 258.88 and 218.12, respectively for teacher's morale in (9-9) and (9-1) leadership styles, t-values (3.86) is also found significant at .01 level. In (9-9) leadership style the teachers morale was high due to effectiveness of college leaders i.e. principals and administrators.

(ii) Teachers' Morale in (9-1) and (5-5) Leadership Style

Above table 19 shows the means values 218.12 and 238.57 for teacher's morale in (9-1) and (5-5) leadership styles. The corresponding 't'-value 1.68 of this difference is found not significant at any level.

(iii) Teacher's Morale in (9-1) and (1-1) Leadership Styles

The mean values of teachers morale scores 218.12 is high from those of 176.25 in (1-1) leadership style. The 't' value 1.50 is also not significant. Due to this no fruitful conclusion can be drawn from this difference.

(iv) Teacher's Morale in (9-1) and (1-9) Leadership Styles–

In leadership styles (1-9) teachers morale mean score 223.33 is also greater than that of mean (218.12) of teachers morale in (9-1) style. The corresponding 't'-value is not significant at any level.

(v) Teacher's Morale in (9-9) and (1-9) Leadership Styles–

The difference in teachers morale means in (9-9) and (1-9) leadership styles is large and significant at .01 level. Here in (1-9) leadership style, teachers morale should be raised in positive directions by helpful attitude, praise and trust them. The Principals belong to (9-9)

leadership style have such qualities and follow them in their institutions effectively.

(vi) Teacher's Morale in (1-9) and (5-5) leadership styles –

From the table 19 the mean 238.57 for teacher's morale is high in comparison to 223.33 morale means in (1-9) style. But the above difference is insignificant (t -value-1.34).

(vii) Teacher's Morale in (1-9) and (1-1) leadership styles –

The teacher's morale values in both the groups are found low and not significant. It is only due to teacher's morale suffer more in (1-9) and (1-1) leadership styles. Here no attention pays regarding to uplift the morale values in teachers by the concern outthorities in the colleges.

(viii) Teacher's Morale in (1-1) and (9-9) leadership styles –

It has also been found previously that teachers gain low morale scores in (1-1) leadership style in comparison to scores of (9-9) styles. In this case the difference is high and significant at .01 level. It shows (1-1) leadership and also teachers belong to this class need change regarding the morale values.

(ix) Teacher's Morale in (1-1) and (5-5) leadership styles –

The teacher's morale mean values in these leadership styles have shown a significant difference and shows a high teacher's moral in (5-5) style in comparison to (1-1) style .

(x) Teacher's Morale in (5-5) and (9-9) leadership styles–

Teacher's morale scores are high in (9-9) leadership than that of (5-5) styles scores. The difference between them is quite high and significant at both the level of significance. It is shown in table-19.

Table – 19

Means, Standard Deviation, Standard Error and 't'-values of Teacher's
Morale in Different Leadership styles.

Leadership Styles	N	TM Means	SD	SED	't'-values	Significance Level
9-1	8	218.12	27.45	12.16	1.68	—
5-5	14	238.57				
9-1	8	218.12	45.48	27.85	1.50	—
1-1	4	176.25				
9-1	8	218.12	37.81	20.41	0.255	—
1-9	6	223.33				
1-9	6	223.33	20.80	9.80	3.62	.01
9-9	18	258.88				
1-9	6	223.33	23.32	11.37	1.34	—
5-5	14	238.57				
1-9	6	223.33	43.87	28.31	1.66	—
1-1	4	176.25				
1-1	4	176.25	25.55	14.21	5.71	.01
9-9	18	258.88				
1-1	4	176.25	28.85	16.35	3.81	.01
5-5	14	238.57				
5-5	14	238.57	15.75	5.61	3.26	.01
9-9	18	258.88				

A graphical representation (Fig.12) between leadership style means and teacher's morale has shown the teacher's morale rise with increasing the leadership. Hence in (9-9) style teachers have highest morale values and low in (1,1), (1,9) and (9,1) styles.

Discussion :

From the analysis of the above table – 19, it is clear tha the diffeerences of teacher's morale in (9-9) (9-1), (1-9) (9-9), (1-1), (9-9), (1-1)(5-5) and (9-9)(5-5) leadership styles have been found significant at .01 level of significance. Teachers have shown good morale scores in more effective leaderships. But consequently in the less effective leaderships teachers have low morale scores. So, it is necessary to promote the teacher's morale in less effective leaderships by the helpful attitude, praise and trust and reduced to pessimistic, selfishness and pettiness behaviour.

A overall picture of teacher's morale in different leadership styles has shown as according to this order. Here is increase in teacher's morale with decrease of dominance in leadership styles morale scores $176.25 > 218.12 > 223.33 > 238.57 > 258.88$ leadership styles $(1-1) < (9-1) < (1-9) < (5-5) < (9-9)$.

The findings of the study are found just similar to as the findings of Henderson (1976, chapter 2, ref. 68) and also with Bhella (1975, Chapter 2, ref. 109) .

SUB HYPOTHESIS -3 :

4. Differences in Institutional Effectiveness in Different Leadership Styles :

t-values :

i. Institutional Effectiveness in (9-9) and (9-1) Leadership Styles :

From table 20 Institutional effectiveness mean score are 150.66 and 113.75 in (9-9) and (9-1) leadership styles. The difference is significant between the means significant at .01 level showing by the 't' - value (5.66). Here the institutes of 9-9 style are found more effective than the 9-1 style.

ii. Institutional Effectiveness in (9-1) and (5-5) Leadership Styles

The mean value for institutional effectiveness 127.85 in leadership style (5-5) is higher than that of the mean 113.75 in (9-1) leadership style. The 't' value (4.09) of this difference is found significant at both the level of significance. It clearly indicates that the principals of (5-5) style pay attention to achievement of students, discipline problems in their institutions. So far, their institutions are definitely better than (9-1) style principals.

(iii) Institutional Effectiveness in (9-1) and (1-1) Leadership Styles :

The mean values 113.75 and 95.00 of institutional effectiveness of both the styles have a significant difference at .05 level of significance. It shows that the institutions belong to (9-1) style performance is better than the (1-1) style institutions.

(iv) Institutional Effectiveness in (9-1) and (1-9) Leadership Styles :

The institutions belong to above leadership styles do not have any significant results of institutional effectiveness. It means they show similar type of administration in their institutions.

(v) Institutional Effectiveness in (1-9) and (9-9) Leadership Styles :

Institutional Effectiveness mean in (9-9) style 150.66 and 117.66 in (1-9) leadership style have a large difference in scores. The 't' value 4.51 is significant at .01 level of significance. It is only due to higher scores of institutional effectiveness in (9-9) style.

(vi) Institutional Effectiveness in (1-9) and (5-5) Leadership Styles

The mean values of institutional effectiveness 117.66 and 127.85 in above leadership styles have shown a difference in mean scores which is significant at .01 level. Institutions belong to (5-5) style also showed better results in previous differences in comparison to others less dominant style institutions.

(vii) Institutional Effectiveness in (1-9) and (1-1) Leadership Styles :

The 't' value 3.02 is found significant of the difference of institutional effectiveness scores. It also shows that the institutions belong to (1-9) style more effective than (1-1) style institutions.

(viii) Institutional Effectiveness in (1-1) and (9-9) Leadership Styles :

It has been found in previous differences of institutional effectiveness, institution belong to (9-9) style showed better results in all respects due to their better administrators, while as (1-1) style institutions appear as poor in this regard.

(ix) Institutional Effectiveness in (1-1) and (5-5) Leadership Styles :

The similar results have also been obtained as in (1-1) and (9-9) style regarding institutional effectiveness.

Table -20

Means, Standard Deviation, Standard Error and 't'-values of Institutional Effectiveness in Different Leadership Styles.

Leadership Styles	N	IES Means	SD	SED	't'-values	Significance Level
9-1	8	113.75	7.77	3.44	4.09	.01
5-5	14	127.85				
9-1	8	113.75	10.99	6.72	2.79	.05
1-1	4	95.0				
9-1	8	113.75	7.28	3.93	0.99	-
1-9	6	117.66				
1-9	6	117.66	15.51	7.31	4.51	.01
9-9	18	150.66				
1-9	6	117.66	6.91	3.37	3.02	.01
5-5	14	127.85				
1-9	6	117.66	8.97	5.79	3.91	.01
1-1	4	95.0				
1-1	4	95.0	16.81	9.29	5.99	.01
9-9	18	150.66				
1-1	4	95.0	8.71	4.93	6.66	.01
5-5	14	127.85				
5-5	14	127.85	13.98	4.98	4.58	.01
9-9	18	150.66				

(x) Institutional Effectiveness in (5-5) and (9-9) Leadership

Styles :

The institutions belong to these classes have high effectiveness. The difference in effectiveness is significant at .05 and .01 level of significance. The (9-9) and (5-5) styles institution come under the 'team management' (i.e. maximum concern for task and people) and 'middle of the road management' (i.e. moderately concern with task and people). The principals of (9-9) style show themselves highly active and make their institutions more effective in all respect. The (5-5) style principals choose the mid way for improving their institutions with encouraging the teachers and fulfil their needs time to time.

Discussion :

On the basis of table - 20 and analysis, it has been established in this regard that the institutions belong to dominant style (9-9) and (5-5) were found more effective in comparison to others styles. Here an increasing order in Institutional effectiveness is shown with most dominant to less dominant leadership style.

Leadership 1-1) < (1-9) < (9-1) < (5-5) < (9-9)

style

Institutional 95.00 > 117.66 > 113.75 > 127.85 > 150.66

Effectiveness

Here is one effectiveness score disturb the increasing order of institutional effectiveness with increasing order of leadership styles.

Present findings are do not agree with the already reported results by Danterine (1980, Chapter 2, ref. 9). But the our results are

Table – 21

Correlation between Organizational Climates
and Teacher's Alienation.

S.No.	Correlations between Organizational Climates and Teacher's Alienation	Correlation 'r'	Significance
1.	Disharmony – Teacher's Alienation C ₁	+ .51	.01
2.	Hindrance – Teacher's Alienation C ₂	+ .54	.01
3.	Support and – Teacher's Satisfaction Alienation C ₃	– .45	.01
4.	Authoritarianism – Teacher's Alienation C ₄	+ .49	.01
5.	Thurst – Teacher's Alienation C ₅	+ .47	.01
6.	Democracy and – Teacher's Alienation Freedom C ₆	– .52	.01
7.	Academic – Teacher's Alienation Emphasis C ₇	– .54	.01
8.	Discipline And – Teacher's Alienation Control C ₈	– .50	.01
9.	Lack of Facilities – Teacher's Alienation C ₉	+ .39	.01
10.	Total Organizational – Teacher's Climate Alienation	+ .43	.01

well in agree with the findings of Howard (1980, Chapter 2, ref. 91) and also with the Wongruanguisarn (1981, Chapter 2, ref. 86).

In Fig. 13 a graph was plotted between leadership style means Vs. institutional effectiveness. From the graph (9,9) and then (5,5) styles have got the highest position in regards to institutional effectiveness. It means the (9-9) styles principals generate the favourable org. climates and also make the institutions effective and unique.

5. CORRELATIONS BETWEEN THE DIFFERENT VARIABLES :

HYPOTHESIS -12

Correlation between Different Dimensions of Organizational Climate with Teacher's Alienation :

1. Disharmony with Teacher's Alienation :

Table 21 shows the correlation between the dimension disharmony with teacher's alienation and which is found positive (.51) and significant at .01 level of significance. But, this relationship shows that the conflicts between principal -- teachers and teachers -- students make the unhealthy environment in the colleges. It indicates that the teacher's alienation would be increase and the teaching-learning suffers up to much extent.

ii. Hindrance with Teacher's Alienation :

A positive correlation (+.54) has been found between teachers alienation with the second dimension of organizational climate hinderance. A positive relationship between these two variables shows the obstacles in the way of teaching learning process affects the process in negative direction. Due to this number of problems have faced by the institutions i.e. students discipline,

poor results and conflicts between the teachers and principal and also parents - teachers relations. All such factors may be the cause of increase of teacher alienation in the institutions.

iii. Support and Satisfaction with Teacher's Alienation :

A negative correlations value (-.45) has been obtained between the teacher's alienation and dimension support and satisfaction. Here the negative correlation indicates that teacher alienation can be reduced if teachers are satisfied with students, staff members and principal of the institution.

iv. Thurst and Teacher's Alienation :

The positive corelationship (-.47) is also found significant at .01 level of significance. If the teachers failed in achieving the goals like as good behaviour with others, satisfaction of students in all respects, involvement in other college activities etc, then they will feel more alienation in the institutions. It means less alienation favours the teaching-learning process in positive directions.

v. Authoritarianism with Teacher's Alienation :

A positive (+.49) and significant relationship has been found between Teacher's alienation and authoritarianism. Authoritarian attitude of management, principals and other authorities creates a problems in teachers and other staff of the colleges. Here the positive relationship indicates a increaseness of alienation behaviour in teachers due to such type authoritarian behaviours by the college authorities. Changes in authorititarian behaviour gets the desirable change in teachers' alienation.

vi. Democracy and Freedom with Teacher's Alienation :

Correlation between democracy and teachers' alienation is found (-.52), which is significant at .01 level. In those institutions principal, teachers and students followed democratic pattern in all functioning then the teachers will feel less alienation. Mostly the principals and administrators have interference in teacher's activities, so, far teachers became inactive towards the teaching- learning and the process suffer up to much extent. Teacher's alienation can be reduced by following democratic pattern in functioning of the colleges.

vii. Academic Empphasis with Teachers Alienation :

A significant correlation (-.54) with negative sign has been obtained between academic emphasis and teacher's alienation. If the teachers involve and take actively participation in academic activities then they feel less alienation and do their job with great satisfaction.

viii. Discipline and Control with Teacher's Alienation :

Teacher's alienation and discipline have a (-.50) negative correlation, which is found significant at both the level. If the principals control on teachers, students and others is quite well then no disciplinary problems will arise in the colleges and then they will prove themselves as a successful leaders of the institutions. The teachers behaviour should be well in all respects towards the students and other staff members. Such type institutions have recognized as effective institutions and their teachers are engaged in teaching-learning process.

ix. Lack of Facilities with Teacher's Alienation :

Both the variables lack of facilities and teacher's alienation have positive correlation (+.39). It indicates that the ~~some~~ needs are needed but are made not available to students and teachers by the college authorities. The needs like as to sanction the leave, further studies may be the cause of teacher's alienation. It can be reduced by paying the proper attention to the teachers.

x. Total Organizational Climate with Teacher's Alienation :

A low (+.43) correlation is found between organizational climate with teacher's alienation. This significant positive correlation shows that the organizational climate directly hit the teacher's alienation.

Discussion :

A positive correlation +.43 have been found in total organizational climate with teacher's alienation. Similar, positive and significant results have also been shown in unfavourable climates C1, C2, C4 and C9 with teacher's alienation except in one climate C5. In case of favourable climates C3, C5, C6, C7 and C8 show a negative correlations (-.45, -.47, -.52, -.54 and -.50) respectively with teacher's alienation. Unfavourable climates do not helpful to reduce teacher's alienation, while as favourable climates have such qualities to reduce teacher's alienation. So, far the principals and teachers should favour and promote the favourable climates in their institutions.

The findings reported here well in agreement with the findings of Allen (1971, chapter 2, ref. 18) and also with Forsyth (1978, chapter 2, ref. 101).

HYPOTHESIS - 13 :

Table – 22

Correlation between Organizational Climates
and Teacher's Morale.

S.No.	Correlation between Organizational Climates and Teacher's Morale	Correlation 'r'	Significance Level.
1.	Disharmony – Teacher's Morale C ₁	– .63	.01
2.	Hindrance – Teacher's Morale C ₂	– .52	.01
3.	Support and – Teacher's satisfaction Morale C ₃	+ .51	.01
4.	Authoritarianism – Teacher's Morale C ₄	– .45	.01
5.	Thurst – Teacher's Morale C ₅	– .47	.01
6.	Democracy and – Teacher's Morale Freedom C ₆	+ .50	.01
7.	Academic – Teacher's Morale Emphasis C ₇	+ .48	.01
8.	Discipline And – Teacher's Morale Control C ₈	+ .58	.01
9.	Lack of Facilities – Teacher's Morale C ₉	– .42	.01
10.	Total Organizational – Teacher's Climate Morale	– .21	–

Correlation between Different Dimensions of Organizational Climate with Teacher's Morale :

i. Disharmony with Teacher's Morale :

From the table -22 negative correlation (-.63) was found between Teachers morale and the dimension disharmony. It was also significant at .01 level of significance. It indicates that when the teachers have behavioural problems like as conflicts, uncordial relationships with other staff members which develops a pessimistic behaviour, therefore, their morale decreased and creates a problem in teaching-learning.

ii. HIndrance with Teachers Morale :

In this relationship a (-.52) correlation has been found significant at .01 level. It shows that if the principals and authorities have shown favourable attitude towards some teachers then it will also create the problem of morale in other staff members.

iii. Support and Satisfaction with Teacher's Morale :

A significant and positive correlation (+.51) is found between the variables dimension C3 and teacher's morale. Helping attitude, healthy criticism and support of them really increase the teacher's morale in positive direction which makes the good environment of the institution.

iv. Authoritarianism with Teacher's Morale :

A negative correlation (-.45) has been obtained between the authoritarianism with teacher's morale. It indicates the behaviour of principals and authorities towards the teachers, students is not good also develops the morale problems in teachers.

v. Thurst with Teacher's Morale :

The dimension thurst of the organizational climate has shown a negative correlationship (-.47) with teacher's morale. The main emphasis of the authorities ^{has} to achieve the goal, fulfil the aims and objective in the institutions. But, the teachers do not fulfil these conditions in positive directions due to no. of abstacles in the way of teaching-learning process.

vi. Democracy and Freedom with Teacher's Morale :

A positive (+.50) correlation between the democracy and freedom with teacher's morale shows that democracy and freedom favours the teacher's morale and encourage them. But it should be in right directions and constructive in nature.

vii. Academic Emphasis with Teacher's Morale :

Teacher's Morale and academic emphasis have a +.49 correlation which shows that teachers and principals should be active towards academic activities in the institutions. If the teachers are active in such programme like as developing scientific attitude and competitive nature in their students. It will definitely be fruitful in promotiny their morale.

viii. Discipline and Control with Teacher's Morale :

A positive (+.58) and significant correlation is found between discipline and teacher's morale. If the teachers have high morale character therefore, their students will also be well disciplined in the institutions . No. of institutions have their good recognition due to their teachers and students. .

ix. Lack of Facilities with Teacher's Morale :

Both the variables have shown a (-.42) correlationship. It can be reduced by providing the good facilities to the teachers. If the principals have helping attitude and fulfil their needs time to time then the teachers will also response in desirable directions.

x. Total Organizational Climate with Teacher's Morale :

Low and (-.21) negative correlation value is found between organizational climate and teacher's morale, positive relationship may be exist if the favourable climates dominate over the unfavourable climates.

Discussion :

Favourable climates C_3 , C_6 , C_7 and C_8 have shown positive relationship with teacher's morale except thrust C_5 , while as the unfavourable climates have negative correlations with teacher's morale. A negative (-.21) correlation is found between total organizational climate and teacher's morale. It indicates that teacher's morale can be increased in favourable climates.

The positive findings of the study are in agreement with the findings of Kongting (1980, Chapter 2, ref. 110), Mehta (1977, chapter 2, ref. 73) and Fronklin (1975, chapter 2, ref. 29). While as the negative aspects of Teacher's morale vs. organizational climate agreed with the studies of Lynam (1980, chapter 2, ref. 94) and Jones (1975, chapter 2, ref. 50).

HYPOTHESIS - 14

Correlation between Different Dimensions of Organizational Climates with Institutional Effectiveness :

i. Disharmony with Institutional Effectiveness :

Table – 23

Correlation between Organizational Climates
and Institutional Effectiveness.

S.No.	Correlation between Organizational Climates and Institutional Effectiveness	Correlation 'r'	Significance Level
1.	Disharmony – Institutional Effectiveness C ₁	– .26	–
2.	Hindrance – Institutional Effectiveness C ₂	– .32	.05
3.	Support and – Institutional Satisfaction – Effectiveness C ₃	+ .56	.01
4.	Authoritarianism – Institutional C ₄ Effectiveness	– .34	.05
5.	Thurst – Institutional Effectiveness C ₅	+ .50	.01
6.	Democracy and – Institutional Freedom Effectiveness C ₆	+ .53	.01
7.	Academic – Institutional Emphasis – Effectiveness C ₇	+ .49	.01
8.	Discipline And – Institutional Control Effectiveness C ₈	+ .58	.01
9.	Lack of Facilities – Institutional C ₉ Effectiveness	– .47	.01
10.	Total Organizational – Institutional Climate Effectiveness	+ .48	.01

Table 23 shows the correlation between the first dimension disharmony of organizational climate with institutional effectiveness of the colleges. It is found $-.26$ and not significant at any level of significance. A negative relationship shows that principals, teachers and students all are suffering with problems. The conflicts between principal vs management creates the problems related to progress of the colleges, while as teachers Vs principal affects the teaching - learning process. Conflicts and uncordial relations among principals, teachers and students directly hit the institutional effectiveness.

(ii) Hindrance with Institutional Effectiveness ;

A low and negative relationship between hindrance and institutional effectiveness shows the obstacles in the way of teaching learning process may be the cause of hinderance which affects the institutional effectiveness.

(iii) Support and Satisfaction with Institutional Effectiveness :

The correlation between support and satisfaction with institutional effectiveness has been found positive $(+.56)$ and significant at both the level of significance. This positive relationship indicates that if the students are well satisfied with their teachers, college environment and other facilities like as good library, laboratories and playground of the institutions . Hence, the such colleges will be recognized as good institutions of the city.

iv. Authoritarianism with Institutional Effectiveness :

Authoritarianism and institutional effectiveness have shown a $(-.34)$ correlation which is significant at $.05$ level of significance. It

shows that principals and teachers of such behaviour do not make their institution effective.

(v) Thurst with Institutional Effectiveness :

A positive (+.50) correlation which is significant at .01 level of significance has been found between thurst and institutional effectiveness. Positive correlationship shows the principals and teachers have got success to achieve good results, discipline and behaviour of students. Therefore, it makes the institutions effective and unique in nature.

(vi) Democracy and Freedom with Institutional Effectiveness :

A positive correlationship between democracy and freedom with institutional effectiveness is found significant at .01 level. It shows that the teachers and other staff members do well their duties in democratic atmosphere . Students also prove themselves as good as if they have freedom and democracy for their expressions.

vii. Academic Emphasis with Institutional Effectiveness :

A relationship between these variables is positive and significant. Academic activities and related programme should be held in institutions periodically for the students make the institution also efficient and effective.

viii. Discipline and Control with Institutional Effectiveness :

Positive correlationship (+.58) shows that the good discipline of the institutions have direct relationship with institutional effectiveness. If the principals have good control and discipline among the teachers , students and other staff members which make the institution effective and unique towards the teaching-learning.

ix. Lack of Facilities with Institutional Effectiveness :

Negative value of correlation (-.47) between institutional effectiveness and lack of facilities have shown, if the facilities that are needed to the teachers but they are made not available in the institution. Therefore, ~~teacher~~ cannot expressed himself as good as the administration likes it also makes the institution less effective.

x. Total Organizational Climate with Institutional Effectiveness

A +.48 correlation is obtained between organizational climate with institutional effectiveness. Which shows that the organizational climate have positive relationship with institutional effectiveness. In this case favourable climates dominate over the unfavourable climates also.

Discussion :

Unfavourable climates C_1 , C_2 , C_4 and C_9 have negative correlation with institutional effectiveness -.26, -.32, -.34 and -.47 respectively. But, the favourable climates have shown positive high correlations (+.56, +.50, +.53, +.49 and +.58) with institutional effectiveness. If the institutions run in favourable conditions then they will prove itself effective and efficient.

The finding of the present study is that the favourable climates make the institution more effective. These findings are in agreement with the already reported results by R.D. Howard (1980, Chapter 2, ref. 91) i.e. leadership behaviour of principals is related to organizational effectiveness and students achievement.

NOTE : In the tables :

L.S. denote for Leadership Style

OCQ denote for Organizational Climate

TAS denote for Teacher's Alienation

TM denote for Teacher's Morale

IES denote for Institutional Effectiveness.

CHAPTER – V

FINDING AND SUGGESTIONS

Every scientific and systematic study yields some findings which are some lines quite need useful and throw light in further involvement in the previous investigations. The analysis of data of present work leads to certain findings and conclusions which are reported in this Chapter. The study was planned and carried out to test the tentative hypotheses and objectives formulated. Each of the hypotheses and objectives were evaluated in the light of the study. The educational implications of this investigation, suggestions for further research work, including few limitations are given at the end of this chapter.

1. Testing of the Hypotheses :

Hypothesis – 1

The first working hypothesis is treat "there is no significant difference between (9-9) and (9-1) styles with regard to organizational climates of the colleges," and the objective was "to identify the difference in leadership styles of principals of intermediate colleges." On analysis the results the hypothesis has been tested as :

The differences between (9-9) and (9-1) leadership styles are significant at .01 level showing by the t-values 11.83, 9.13, 3.64, 10.78, 4.29, 4.40, 4.63, 8.56 and 13.99 in C₁ to C₉ and in total organizational climate.

F-values are significant in 6.67, 5.12, 5.34, 4.29 in unfavourable climate c₁, C₂, C₄ and C₉. But in favourable climates none of the

difference is significant. The last difference with total organizational was found significant at .01 level of significance.

In this way the first hypothesis has partially been rejected regarding the differences in (9-9), (9-1) leadership styles in unfavourable climates, and partially accepted in (9-9) (9-1) styles with favourable climates. Hence, this hypothesis partially accepted, and the corresponding objective has been achieved.

Hypothesis - 2

The second working hypothesis states that "there is no significant difference between the (9-1) and (5-5) styles with regard to organizational climates of the colleges." The related objective is to identify whether the leadership styles of principals have significant differences on the basis of organizational climates of the colleges.

In different climates, the 't'-values of (9-1) and (5-5) differences are 6.96, 5.59, 9.75, 5.10, 3.85, 2.71, , 7.27 and 8.52 significant at .01 level, while the two were not significant in different organizational climates.

F-values 5.90, 3.49, 7.29 and 5.60 were found significant at .01 level among (9-1), (5-5) and unfavourable climates (disharmony, hindrance, authoritarianism and lack of facilities). While the favourable climates do not have any significant difference with (9-1) and (5-5) leadership styles.

On the basis of the results obtained after analysis this hypothesis could partially be rejected as the significant differences are found in unfavourable climates. In case of favourable climates no significant difference is found regarding this aspect. So, the hypothesis is partially accepted though the objective of the study has been achieved.

Hypothesis - 3

The third hypothesis of the study is that "there is no significant difference between (9-1) and (1-1) styles with regard to organizational climates of the colleges," and the relevant objective was "to identify the difference in leadership styles of the principals".

For achieving this objective 't'-values were estimated of the difference (9-1) and (1-1) leadership styles. Significant t-values were 3.18, 3.51, 4.74 and 2.68 at .05 and .01 level of significance in C_1 , C_2 , C_4 and C_9 climates respectively.

But, the F-values 4.22, 2.56, 3.56, 4.04, 3.02, 2.89, 4.12 and 4.20 are not significant both in favourable and unfavourable climates. Here favourable climates are helpful in making the differences low and insignificant. Thus, the hypothesis has been accepted and the related objective has been achieved.

Hypothesis - 4

The fourth hypothesis of the study states that "there is no significant difference between (9-1) and (1-9) styles with regard to organizational climates of colleges," and the related objective "to find out whether the leadership styles have difference in different organizational climates."

The 't'-values 2.40, 1.66, 1.820, 2.10, 1.28, 1.45, 1.47, 2.11 and 1.69 are not significant except one in C_5 .

The F-values 2.89, 1.90, 1.95, 2.22, 3.25, 1.79, 1.85, 1.87, 2.23 and 3.87 were also found not significant at any level. Here the principals of both styles acquire similar scores on leadership styles scale. Hence, the above hypothesis has been accepted, and the objective, thus achieved.

The fifth working hypothesis is that "there is no significant difference between the (1-9) and (9-9) styles with regard to organizational climates of the colleges" with the corresponding objective was "to identify the difference in leadership styles of principals of intermediate colleges in different organizational climates."

The (9-9) styles principals have acquired highest scores on leadership style scale in comparison to that of all other leadership styles principals. It is shown by the obtained 't'-values of the differences as 13.46, 9.05, 4.30, 11.15, 6.56, 3.12, 3.55, 4.00, 7.27 and 13.71, which were found significant at .01 level.

F- values 7.29, 6.01, 6.73 and 4.68 were significant at .05 and .01 level in regards with unfavourable climates. But, the F-values in favourable climates (Support and satisfaction, Democracy and freedom, Academic Emphasis and Discipline and Control) 3.24, 3.06, 3.36 and 3.00 were not found significant. It means favourable climates favour the principals of (1-9) leadership styles. A significant difference is also found in favourable climate (authoritarianism).

On the above analysis the fifth hypothesis has been partially rejected in case of unfavourable climates and partially accepted in case of favourable climates and the corresponding objective thus, achieved.

Hypothesis -6

The sixth hypothesis is that "there is no significant difference between (1-9) and (5-5) styles with regard to organizational climates of the colleges." The related objective is to identify where the leadership styles of principal have shown significant differences on the basis of organizational climates of the colleges.

The above hypothesis has been tested as the 't'-values were significant in all the differences. This shows the principals of (5-5) style have more competencies in comparison to (1-9) styles principals.

F-values in most of the cases regarding organizational climates are found significant except three in favourable climates. Thus, the above hypothesis has been rejected and the related objective achieved.

Hypothesis -7

The seventh hypothesis of the study is that there is no significant difference between the (1-9) and (1-1) styles with regard to organizational climates of the colleges," and the relevant related objective" to identify the differences in leadership styles of principals of colleges".

(1-9) and (1-1) leadership styles have no remarkable differences regarding the activities of the principals.

Similar, results were also found in F-values. Only one result in C_6 is significant at .05 level and rest of the F-values were not significant.

Thus, the above hypothesis has been accepted and the corresponding objective achieved.

Hypothesis-8

The eighth hypothesis of the study states that "there is no significant difference between the (1-1) and (9-9) styles with regard to organizational climates of the colleges," with the corresponding objective was "to identify the difference in leadership styles of principals in Intermediate colleges."

The 't'-values of the differences in (1-1) and (9-9) leadership styles are 8.11, 5.92, 3.22, 7.00 6.38, 3.49, 3.26, 3.46, 6.43 and 12.24 significant at .01 level. (9-9) Styles principals have achieved higher leadership style score than (1-1) style principals.

The F-values were also significant at .01 level in all differences with regards to organizational climates. On the basis of above analysis (9-9) styles principals have more domination in favourable as well as unfavourable climates. Thus, the hypothesis has been rejected and the related objective has been achieved.

Hypothesis-9

The ninth hypothesis of the study is that "there is no significant difference between the (1-1) and (5-5) leadership styles with regard to organizational climates," and the related objective" to identify the difference in leadership styles of principals in intermediate colleges."

The F-values 7.12, 5.33, 7.15 5.34 are highly significant in case of unfavourable climates C_1 and C_4 . Favourable climates do not show any difference due to favourable attitude towards (1-1) style.

Therefore, the above hypothesis is partially rejected in case of unfavourable styles while as partially is accepted in favourable climates and thus, the corresponding objective has been achieved.

Hypothesis -10

The tenth hypothesis of the present study states that "there is no significant difference between the (5-5) and (9-9) leadership Styles with regard to organizational climates of the colleges". The related objective is to identify the leadership styles of the principals of intermediate colleges.

Both the styles (9-9) and (5-5) have more score on measuring the leadership style in comparision to others styles. (9-9) and (5-5) styles have shown the significant differences regarding this aspect.

The F-values were found significant in case of unfavourable climates (C_1 , C_2 , C_3 and C_4). But, in C_3 and C_8 F-values 4.13 and 4.93 are also significant at .05 and .01 level. It indicates that favourable climates

(support and satisfaction, discipline and control) do not favour the (5-5) style like as (9-9) style.

Hence, the above hypothesis has been partially rejected and partially accepted in case of favourable climates though the objective of the study has been achieved.

Hypothesis-11

Sub-Hypothesis 11 (a)

The sub hypothesis 11 (a) of the study is "there is no significant difference in teacher's alienation in different leadership styles, with related objective "to find out the teacher's alienation in different leadership styles."

In (9-9) (9-1), (9-1) (1-1), (1-9) (9-9), (1-9) (1-1), (1-1) (9-9) and (5-5) (9-9) teacher's alienation score have shown significant differences and the 't'-values (6.63, 2.75, 5.74, 2.92, 2.64) were found significant at .05 and .01 level. In rest of the pairs teacher's alienation score do not have any significant differences. It indicates that low alienation score were obtained in dominated leadership styles. i.e. (9-9), (5-5) and (9-1).

Thus, the aforesaid hypothesis has been rejected and the related objective achieved.

Sub-Hypothesis 11 (b)

The working sub hypothesis 11 (b) of the present study states that "there is no significant difference in teacher's morale in different leadership styles." The related objective is to find out whether the teacher's morale have differences in different leadership styles.

The 't'-values 3.81, 3.62, 5.71, 3.81 and 3.26 of teacher's morale were found significant in leadership styles (9-9) (9-1), (1-9) (9-9) (1-1) (9-9), (1-1) (5-5) and (5-5) (9-9) respectively while the other pairs do not show any remarkable changes. It clearly shows that the less dominated

styles, have acquired low morale scores in (1-1, 1-9 and (9-1) leadership styles.

In this way this hypothesis has partially been rejected in case of (9-9) (9-1), (1-9) (9-9), (1-1) (9-9) (1-1) (5-5) and (5-5) (9-9), and partially accepted in case of teacher's morale in (9-1) (5-5), (9-1) (1-1), (9-1) (1-9), (1-9) (5-5) and (1-9) (1-1) styles.

Sub Hypothesis -11 (c)

The sub hypothesis 11(c) states that "there is no significant difference in institutional effectiveness in different leadership styles," with the corresponding objective is "to find out the institutional effectiveness in different leadership styles."

The 't'-values 5.66, 4.09, 2.79, 4.51, 3.02, 3.91, 5.99, 6.66 and 4.58 are found significant at both the level except the difference between (9-1) (1-9) styles. It indicates that (9-9), (5-5) (9-1) styles institutions have high morale scores than (1-9) and (1-1) styles institutions.

Thus, the above hypothesis has been rejected and the corresponding objective achieved.

Hypothesisn -12

The twelfth working hypothesis is treat "there is no significant relationship between organizational climates of colleges and teacher's alienations," and the objective was "to find out the relationship between organizational climates and teacher's alienation."

The favourable climates suport and satisfaction, democracy and freedom, academic emphasis have negative correlations $-.45$, $-.52$, $-.54$ and $-.50$ respectively and simultaneously unfavourable climates C_1, C_2, C_4 and C_9 have shown positive correlationship with teacher's alienation. But, one correlation has also been found positive between thirst and teacher's alienation. Overall the total organizational climate have positive

correlationship with alienation. This positive correlationship clearly shows that favourable conditions do not affect the teacher's alienation up to much extent.

On the basis of above analysis the hypothesis has partially been accepted in case of favourable climates and in case of unfavourable climates it has been partially rejected. The related objective has thus been achieved.

Hypothesis - 13

The thirteenth hypothesis is that "there is no significant relationship between the organizational climates of colleges and teacher's morale, "with the corresponding objective "to find out the relationship between organizational climates and teacher's morale".

The correlationship between teacher's morale with unfavourable climates (disharmony, hindrance, authoritarianism and lack of facilities) are found negative ($-.63$, $-.52$, $-.45$ and $-.42$) and significant. A significant ($-.47$) correlation is also obtained between thirst and teacher's morale. But rest of the correlation with unfavourable climates has been found positive and significant. A negative and insignificant relationship with total organizational climate has shown the favourable climates favour the teacher's morale in the colleges.

Hence, the above hypothesis accepted and thus, the objective has been achieved.

Hypothesis - 14

The fourteenth hypothesis states that "there is no significant relationship between organizational climates of colleges and their institutional effectiveness. "The related objective was "to find out relationship between organizational climates and institutional effectiveness".

In unfavourable climates in C_1 , C_2 , C_4 and C_9 ($-.26$, $-.32$, $-.54$ and $-.47$) negative correlations have shown the institutional effectiveness decreases with rising the problems like as discipline, conflicts and uncordial relations among principals, teachers and students, while as the favourable climates showed positive relationship with institutional effectiveness in the colleges. It means the favourable climates play an important role regarding this aspect.

On the basis of this analysis the above hypothesis has been rejected and the related objective achieved.

2. FINDINGS :

The analysis and interpretation of data of the present study provided in the proceeding chapter help us to arrive at certain generalisation and conclusions. The main findings of the present study may be enumerated as under.

1. (9-9), 'Team management leadership style have shown the significant differences with (5-5) , (9-1), (1-9) and (1-1) styles in most of the cases.
2. (5-5) Middle of road management or moderately. concerned with task and people also show the differences with (9-1), (1-9) and (1-1) leadership styles .
3. (9-1) 'Task management or very high concerned for task does not show significant difference with (1-9) people oriented leadership style.
4. (9-1) Task Management 'also show differences with (1-1) style. Which is low concerned with both task and people.
5. (1-9) 'Country club management does not show significant difference with (1-1) leadership style.

6. (1-1) 'Impoverished management' low concerned both task and people have much differences with (9-9), (5-5) and (9-1) except (1-9) style.
7. (9-9) leadership style show significant differences with other leadership styles (5-5), (9-1), (1-9) and (1-1) in unfavourable, climates disharmony, hindrance, authoritarianism and lack of facilities.
8. (9-9) leadership style does not show significant differences with other styles in favourable climates (support and satisfaction, thrust, democracy and freedom, academic emphasis and discipline and control). It is due to that favourable climates also favour the less dominated leadership styles.
9. (5-5) Style moderately oriented with task and people have been shown differences with less dominated (9-1), (1-9) and (1-1) styles in unfavourable climates.
10. There are no significant differences between (5-5), (9-1), (5-5) - (1-9) and (5-5) - (1-1) leadership styles in favourable climates.
11. In favourable and unfavourable organizational climates (9-1) has no significant differences with (1-9) and (1-1) styles.
12. (1-9) and (1-1) leadership styles do not have any differences in both the type of organizational climates.
13. (9-9) and (5-5) leadership styles have more domination over the other styles.
14. (9-1) task oriented style also show dominating nature over the (1-9) and (1-1) styles.
15. (1-9) people oriented and (1-1) less concern with task and people have obtained the similar positions in the order of domination.
16. An order of domination of leadership styles have been found in different organizational climates as under :

$$(9-9) > (5-5) > (9-1) > (1-9) > (1-1)$$

17. Teachers have more alienation in task oriented (9-1) and (1-9) people oriented leadership styles.
18. Teachers were found effective and engaged in their duties in most dominated (9-9) and (5-5) type leadership institutions.
19. Teacher's alienation decreases with rise of domination of principal leadership style.

$$\text{Leadership styles} \quad 9-9 > 5-5 > 9-1 > 1-9 > 1-1$$

$$\text{Teacher's alienation} \quad 57.00 < 79.21 < 86.86 < 85.00 < 72.50$$

20. Regarding teacher's morale (9-9) and (5-5) style teachers have been found with high morale in comparison to other styles.
21. Teacher's belong to (1-1) style have very low morale values.
22. Teacher's morale is decreased from more dominated leadership style to less dominated leadership style.

Domination order

$$1-1 < 9-1 < 1-9 < 5-5 < 9-9$$

Teacher's Morale

$$176.25 > 218.12 > 223.33 > 238.00 > 258.88$$

23. Institution are found most effective where the leadership styles have domination in all respect.
24. It is also found that the effectiveness of the institutions increases with less dominating leadership style institutions to more dominating leadership style institutions.

$$\text{leadership styles} \quad 1-1 < 1-9 < 9-1 < 5-5 < 9-9$$

$$\text{Institutional} \quad 95.00 > 117.66 > 113.75 > 127.85 < 150.66$$

Effectiveness

25. Most effective institution (Govt. and Pvt.) with dominating leadership (9-9, 5-5 and 9-1) are situated in Urban areas (Districts of Jhansi region).
26. Less effective institutions were situated in rural areas of the districts Jhansi, Jalun and Lalitpur.
27. Teacher's alienation was found positive in unfavourable org. climates.
28. Teacher's feel less alienation in favourable conditions mostly in effective and dominating leadership .
29. Teachers get loss in their morale in unfavourable conditions and less dominating leadership.
30. Favourable climates influence the teacher's morale in positive directions.
31. Institutional effectiveness directly influenced by dominating leadership as well as the favourable climates if provided to them.

3. SUGGESTIONS :

While the study was in progress various points emerged out where it was felt by the researcher that independent studies in different areas to achieve different purposes could be meaningfully conducted. It was however not possible for this single researcher to understand all sports of studies, but if these new directions of research are pointed out, some one also may pick up some of these and carry out research on them. For this purpose these are the suggestions in this direction as below :-

1. Since, Predictions fo leadership style of principals is possible by knowing the principal's attitude towards this profession, leadership style (specially on administrative grounds) questionnaire of this researcher can be work as an important tool in the selection of a principal and also for promotion.

2. Administrative effectiveness of a principal can, also, be improved as suggested below:—
 - (i) Refresher courses should be arranged time to time for principals.
 - (ii) Individual guidance programmes, short term inservice programmes and orientation courses should be arranged for the principals belong to less dominating styles i.e. (9-1), (1-9) and (1-1).
 - (iii) A proper knowledge of financial matters should be given to them.
3. Transfer of principals from one administrative types of set up to another also improve their administrative effectiveness.
4. There should be less interference of the managements in the college administration. Due to this they can prove themselves as good decision makers.
5. The organizational climate of each school or college should be identified and also this process should be repeated at definite intervals, so that if there is any change in the climate, it may be detected soon.
6. It is necessary to provide the favourable organizational climates to teacher's, students etc. which make the institution effective in the sense of teaching-learning.
7. Teacher's alienation can be reduced by providing the helping attitude, favourable conditions to the teachers.
8. Teacher's morale is a dominating factor in rising the institutions. It may increase only due to their praise of work, duties etc. in academic field, which make the institution effective.

EDUCATIONAL IMPLICATIONS :

1. The findings of the present study regarding leadership styles and organizational climates have shown much differences in both the type of climates. The (9-9) and (5-5) leadership styles principals ^{proved} better to

other styles principals in unfavourable organizational climates. So far in concern further progress, they should be more concious regarding college tasks such as teaching, academic works, freedom and necessary facilities to the staff members.

2. The other styles principal do not show resemblance like as the (9-9) and (5-5) leadership styles principals in unfavourable climates. The efforts should be made in the direction to generate favourable climates for the progress of the institutions. For this purpose they should be informed to attend some training programmes, refresher courses etc. The leadership style of the principal and the organizational climate of the college are linked together is, thus, important and has far reaching implications from the point of view of college administration and management of college teaching-learning. It is important from the point of view of maintaining discipline and control, cordial relationships among principals, teachers and students.
3. In graphical representations principals of the (9-1) and (1-9) styles have the least distances from (5-5) style principals in different organizational climates. It can be reduced up to some extent by making some positive efforts in the directions of providing favourable climates to them.
4. Leadership style of the principals effects the phenomenon of teacher's alienation. It was revealed that the highest level of teacher's alienation was found in those institutions where the principals considered the task alone and some teachers as important and made no consideration for all the teachers. This emphasises that if the principals desires to achieve good results he must attach equal importance to the welfare of the teachers also. From the point of

view of qualitative improvement of teaching, it is important that the teachers should do their job with sacrifice and full devotion. They should be devoted to teaching-learning and render needed services to the students. For good achievement it is needed to remove the feelings of alienation from them. In this context it is important to adopt a more desirable and dominating leadership style because the teacher's feel less alienation in most effective and dominating leadership styles. The present finding, thus, is important and has more implications in the field of educational administration and management.

5. Principal's leadership style and college teacher's morale were closely related to each other. It was further revealed that high teacher's morale was linked with (9,9) style (team management) which emphasises on task and staff members of the institutions. This finding has great importance in college functioning. Teacher's morale is a great contributory factor of qualitative improvement of teaching-learning process in colleges and high teacher's morale can be achieved if the principals have (9-9) and (5-5) leadership styles. With the help of this information principals may change their leadership behaviours in positive directions, and thus, it may be possible to make college more effective.
6. How to make educational institutions more effective is one of the objective of the educational administrators. For achieving this objective, it is essential for them to know the factors and conditions that contribute to institutional effectiveness. Principals leadership style is also said to be one of such factors. The statistical test (t-test) in sub-hypothesis 11-C revealed that the principal's leadership style and institutional effectiveness were significantly related to each other.

The (9,9) and (5,5) styles emerged to be the most important in this context. Principals should have to adopt (9,9) style and then (5,5) style for making the institutions more effective and unique. This information should be brought to the notice of the principals through short-term inservice programmes and individual guidance programmes. Orientations courses may be organized for inservice principals to inform them of this fact.

7. Teaching efficiency has affected by teacher's alienation and have adverse effect on teaching learning process. Statistical treatment in hypothesis-12 revealed that organizational climates and teacher's alienation have a significant relationship. It was further revealed that in unfavourable climates teachers feel more alienation. Highly effective principals or principal of (9-9) and (5-5) leadership styles can generate favourable climates to reduce alienation up to some extent. This aspect, therefore, should form a definite and specific component of the training programme organized for principals to achieve qualitative improvement in college education.
8. From the hypothesis-13 teacher's morale was significantly correlated with organizational climate of the colleges. Favourable climates really favour the teacher's morale up to much extent, while as the unfavourable shows low morale in teachers. High morale of the teachers influences the teaching-learning process, academic programmes and smooth functioning of the college. For achieving the above purpose principals can generates favourable climates and conditions for teachers in the colleges. Through formal or informal training and guidance programmes they should be made aware of this fact.

9. On testing the hypothesis-14, institutional effectiveness is also highly correlated with organizational climates of the colleges. It revealed that favourable climates were associated with high degree of institutional effectiveness. Institutions may be effective on providing the healthy environment and favourable climates to their staff members by the administration and management. It is very important for principals to prove their institution effective and unique in academic activities. The principals must know what factors contribute to institutional effectiveness, so that he may be in position to provide them.

5. LIMITATION

1. Due to paucity of time, the study was restricted to teachers and principals of Intermediate colleges, and those too, of Jhansi Region (Distt. Jhansi, Lalitpur, Jalaun) only. It could have been more useful and interesting if the sample could be taken on inter-state basis and intercultural basis.
2. The number of teachers and principals was too small for fairly stable correlation to be obtained in between the different variables. A study with much bigger sample of dependable magnitude, comprising of sufficient number of teachers and principals according to sex, location and faculty-wise, would have added to the credibility of the findings and implications of this study.
3. Obviously, the study suffered from all the limitations which its tools might have been suffering from.

SUGGESTIONS FOR, FURTHER RESEARCH WORK :

In this research work only fourteen hypothesis were considered mainly regarding principals's leadership styles and its impact in different organizational climate with other variable on each other in Jhansi region. But, the sample and area were too small to lead any dependable

conclusions. Hence, a study comprising of a much bigger sample and area should be undertaken. A few topics related to this study for further research work have been suggested below :

1. The results obtained of the study can not be generalized for other principals and colleges up U.P or the states of India. In order to increase the generalizability of the findings, it is advisable that it should be repeated at different places with large sample in different states. If the results have consistency in scores, the findings may be considered to be highly valid.
2. The present study is confined to Intermediate colleges and their principals. So, it may be of interest to conduct the study at other level of education i.e. primary, secondary, higher and other professional levels.
3. A comparative study may also be made among the primary, secondary and degree levels. It may be more interested in case of male and female principals. Hence, the study of female principals and colleges along with teacher's morale and organizational climate
4. It is also suggested that the present study should be conducted with altered designs also. It may be conducted as highly controlled experimental research in which certain most important variables may be controlled and the effect of leadership styles on other variables may be predicted, such prediction in studies may have their own significance in the context of the theory of institutional effectiveness.
5. It is, quite reasonable to think that teacher's alienations, teacher's morale and org. climate have saturations of some common factors. Hence, this finding may help in building up a more scientific view in improving the theory of institutional effectiveness. For this purpose in factor analytic studies institutional effectiveness as the dependent

variable and other variables as independent variables, may also be conducted to identify the common factors and their leadings contributions to institutional effectiveness.

6. A study of the perceived effect of the teacher's evaluations on the performance of the principals in different organizational climate
7. A comparative study of how the students perceived the administrative leadership of the principals at different levels of education (primary, secondary and higher levels).
8. In the present study principal's leadership styles and institutional effectiveness are studied in the context of teacher's alienation, teacher's morale and organizational climate of the Intermediate colleges. There are several other variables which may be considered relevant in this context. Variables like role performance of teachers, job satisfaction, personality factors, teacher's values, attitudes, adjustment, etc., may also be studied in this context.
9. The study may be repeated with more accurate and valid experiemental designs under more regorously controlled conditions.
10. A comparative study of organizational climate and leadership style of the principals in different types of schools on the basis of administration i.e. Govt., semi govt., private, missionary schools and public schools.

In short, it is stated that the present study suggest many variations of its own which may constitute concerns of the future researches in the field.

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APPENDICES

NAME OF INTER COLLEGES OF JHANSI REGION

1. Arya Kanya Inter College, Orai.
2. G.G.I.C. Orai.
3. Santan Dharam Inter College, Orai
4. G.I.C. Orai.
5. Archana Maheshwari Vidya Mandir, Orai.
6. Arya Kanya Inter College, Kalpi.
7. Nagar Palika Inter College, Kalpi.
8. Kasturba Inter College, Jalaun
9. A.N.D. Inter College, Orai.
10. D.A.V. Inter College, Orai.
11. G.I.C. Bangdra.
12. A.U. Balika H.S.S. Orai.
13. Tej Singh A.B.H.S.S. Orai.
14. G.G.H.S. Babai
15. K.N. Inter College, Konch
16. N.R.P. Inter College, Konch
17. S.R.P. Inter College, Konch
18. A.C.M. Inter College, Konch
19. G.G.I.C. Lalitpur
20. Shri Varni Jain Inter College, Lalitpur
21. Shanti Niketan Inter College, Maharauni.
22. G.G.I.C. Maharauni.
23. G.G.I.C. Talbehat
24. Mardam Singh Inter College, Talbehat

25. G.I.C. Lalitpur
26. Saraswati Inter College, Madabara
27. G.I.C. Jhansi
28. G.N.K. Inter College, Jhansi
29. B.B. Inter College, Jhansi
30. L.B.M. Inter College, Jhansi
31. S.P. Inter College, Jhansi
32. S.P. G.G.I.C. Jhansi
33. Arya Kanya Inter College, Jhansi
34. K.C. Sharma, G.I.C. Jhansi
35. K.I.C. Jhansi
36. S.D. Garg Inter College, Jhansi
37. H.M.M. Girls Inter College, Jhansi
38. L.T. Kanya Inter College, Jhansi
39. Nagar Palika Kanya Inter College, Ranipur
40. G.I.C. Samthar
41. G.G.I.C. Samthar
42. G.G.I.C. Ranipur
43. G.G.H.S.S. Gursarain
44. Christian Inter College, Jhansi
45. Adarsh Inter College, Month
46. G.G.H.S.S. Babina
47. G.G.H.S.S. Barua Sagar
48. B.K. Inter College Mathogar
49. Chatrasal Inter College, Jalaun
50. Vidhya Mandir Inter College, Orai.

MEANS SCORES OF FIFTY COLLEGES ON PRINCIPAL'S LEADERSHIP STYLES (LS), OCQ, TAS, TM AND IES

Code No. of Colleges	LS	OCQ	TAS	TM	IES
1	58	185	56	240	140
2	40	155	76	185	125
3	45	165	84	235	120
4	45	170	74	235	135
5	51	190	42	240	145
6	40	140	77	190	105
7	57	200	45	275	180
8	56	255	50	21	235
9	55	190	42	265	160
10	38	130	80	260	110
11	39	150	75	280	120
12	44	175	75	240	120
13	38	145	78	195	100
14	43	180	80	245	120
15	42	180	84	255	130
16	35	140	70	150	90
17	50	180	58	265	175
18	38	145	85	200	118
19	56	260	44	260	170
20	54	220	54	275	175
21	38	145	80	240	120
22	36	140	95	220	115
23	55	220	46	265	140
24	38	150	90	280	110
25	56	190	54	250	140
26	44	165	96	255	130
27	50	190	80	260	130
28	37	150	95	265	120
29	45	180	100	255	135
30	53	210	60	235	140
31	50	230	60	270	125

32	52	240	66	285	152
33	40	140	85	250	115
34	42	178	74	240	130
35	38	140	90	180	110
36	55	250	60	260	160
37	45	170	102	245	115
38	50	210	70	250	150
39	45	165	73	200	130
40	56	190	64	260	135
41	44	178	67	245	135
42	52	240	75	270	145
43	36	150	85	220	118
44	45	178	67	220	115
45	36	120	75	155	100
46	45	160	74	260	130
47	32	120	65	140	80
48	42	175	54	220	120
49	40	150	100	175	120
50	38	145	94	205	115

MEANS SCORES OF FIFTY COLLEGES ON PRINCIPAL'S LEADERSHIP STYLES (LS), OCQ, TAS, TM AND IES

(9-9 LEADERSHIP STYLE)

Code No. of Colleges	LS	OCQ	TAS	TM	IES
1	58	185	56	240	140
5	51	190	42	240	145
7	51	200	45	275	180
8	56	255	50	235	150
9	55	190	42	265	160
17	50	180	58	265	175
19	56	260	44	260	170
20	54	220	54	275	175
23	55	220	46	265	140
25	56	190	54	250	140
27	50	190	80	260	130
30	53	210	60	235	140
31	50	230	60	270	125
32	52	240	66	285	152
36	55	250	60	260	160
38	50	210	70	250	150
40	56	190	64	260	135
42	52	240	75	270	145
(5-5 Leadership Style)					
3	45	165	84	235	120
4	45	170	74	235	135
12	44	175	75	240	120
14	43	180	80	245	120
15	42	180	84	255	130
26	44	165	96	255	125
29	45	180	100	255	135
34	42	178	74	240	130

37	45	170	102	245	115
39	45	165	73	200	130
41	44	178	67	245	135
44	45	170	72	220	115
46	45	160	74	260	130
48	42	175	54	220	120
(9-1 Leadership Style)					
2	40	155	76	185	125
6	40	140	77	90	105
13	38	145	78	195	100
24	38	150	90	280	110
28	37	150	95	265	120
33	40	140	85	250	115
49	40	150	100	175	120
50	38	145	94	205	115
(1-9 Leadership Style)					
11	39	150	75	280	120
21	38	145	80	240	120
35	38	140	90	180	110
43	36	150	85	220	118
18	38	145	85	200	118
22	36	140	95	220	115
(1-1 Leadership Style)					
10	38	130	80	260	110
16	35	140	70	150	90
45	36	120	75	155	100
47	32	120	65	140	80

COLLEGES ACCORDING TO LEADERSHIP STYLE

(9-9 LEADERSHIP STYLE COLLEGES)

Code No. of College	Name of College	Place
1.	Arya Kanya Inter College	Orai
5	Archna Maheshwari Vidhya Mandir	Orai
7	Nagar Palika Inter College,	Kalpi
8	Kasturba Inter College	Jalaun.
9	A.N.D. Inter College,	Orai
17	S.R.P. Inter college	Konch
19	G.G.I.C.	Maharauni
20	Shri Varni Jain Inter College	Lalitpur
23	G.G.I.C.	Talbehat
25	G.I.C.	Jhansi
27	G.I.C.	Jhansi
30	L.B.M. Inter College	Jhansi
31	S.P. Inter College	Jhansi
32	G.G.I.C.	Jhansi
36	S.D. Girls Inter College	Jhansi
38	L.T. Kanya Inter College	Jhansi
40	G.I.C.	Santhar
42	G.G.I.C.	Ranipur
(5-5 Leadership Style Colleges)		
3	Sanatan Dharm Inter College	Orai
4	G.I.C.	Orai

12	A.V. Balika H.S.S.	Orai
14	G.G.H.S.	Babai
15.	K.N. Inter College,	Konch
26	Saraswati Inter College	MadaVara
29	B.B. Inter College	Jhansi
34	K.C. Sharma Girls Inter College	Jhansi
37	H.M.M. Girls Inter College	Jhansi
39	Nagar Palika Kanya Inter College	Ranipur
41	G.G.I.C.	Samthar
44	Christian Inter College	Month
46	G.G.H.S.S.	Babina
48	B.K. Inter College	Madhogarh

(9-1 Leadership Style Colleges)

2	G.G.I.C.	Orai
6	Arya Kanya Inter College	Kalpi
13	Tej Singh A.B.H.S.S,	Orai
24	Mardam Singh Inter College	Talbehat
28	G.N.K. Inter College	Jhansi
33	Arya Kanya Inter College	Jhansi
49	Chatarshal Inter College	Jalaun
50	Vidhya Mandir Inter College	Orai

(1-9 Leadership Style Colleges)

11	G.I.C.	Bangora
21	Shanti Niketan Inter College	Maharauni
35	K.I.C.	Jhansi
43	G.G.H.S.S.	Gursarain

18	A.C.M. Inter College	Konch
22	G.G.I.C.	Maharauni
(1-1 Leadership Style Colleges)		
10	D.A.V. Inter College,	Orai
16	N.R.P.V. Inter College	Konch
45	Adarsh Inter College	Month
47	G.G.H.S.S.	Barua Sagar

संस्थागत वातावरण परीक्षा कथन सूची
(ORGANIZATIONAL CLIMATE QUESTIONNAIRE)

द्वारा

डा० मीनाक्षी भटनागर
रीडर (शिक्षा विभाग)
गोकुलदास गर्ल्स डिग्री कालिज, मुरादाबाद (उ०प्र०)

अध्यापक का नाम.....
विद्यालय का नाम.....

निर्देश

यह एक कथनावली है, इसके अध्ययन से यह जानने का प्रयास किया गया है कि आप जिस विद्यालय के अध्यापक हैं उसका वातावरण कैसा है। इसमें 90 कथन हैं जो आपके विद्यालय के वातावरण की विभिन्न विशेषताओं की ओर संकेत करते हैं। इन्हें पढ़कर आपको अपनी प्रतिक्रियाएं व्यक्त करनी हैं आप कथनावली के प्रत्येक कथन को ध्यान पूर्वक पढ़िये तथा सोचिये कि वह आपके विद्यालय के विषय में कहां तक सही है। वह कथन आपके विद्यालय के विषय में जितना सही है उस कालम में उस कथन के सामने सही का निशान लगा दें। कोई कथन कितना सही है, यह दर्शाने के लिये प्रत्येक कालम के ऊपर शीर्षक दे दिये गये हैं जैसे : बिल्कुल सही, लगभग सही, कम सही, बहुत कम सही और बिल्कुल गलत*।

कथन	बिल्कुल सही	लगभग सही	कम सही	बहुत कम सही	बिल्कुल गलत
1. यहां अध्यापक वर्ग एवं प्रधानाचार्य के आपसी व्यवहार अच्छे नहीं है ।					
2. यहां अध्यापकों को बहुत से अन्य कार्य करने पड़ते हैं जिससे पढ़ाई में बाधा उत्पन्न होती है ।					
3. यहां के अध्यापकों का मनोबल ऊंचा है					
4. प्रधानाचार्य एवं अध्यापक छात्रों से प्रायः अलग रहते हैं ।					
5. प्रधानाचार्य एवं अध्यापक विद्यार्थियों की हर सहायता करने को तैयार हैं ।					
6. यहां अध्यापक एवं प्रधानाचार्य छात्रों के साथ हित मिलकर रहते हैं ।					
7. यहां पढ़ाई लिखाई पर बहुत ध्यान दिया जाता है ।					
8. यहां का अनुशासन अच्छा है ।					
9. यहां विद्यार्थियों से बहुत पैसा लिया जाता है, तो भी उन्हें सुविधायें नहीं दी जाती ।					
10. यहां अध्यापकों में परस्पर मन मुटाव रहते हैं ।					
11. यहां अध्यापक अपने निजी कार्यों में अधिक व्यस्त रहते हैं जिसकी वजह से वे पढ़ने लिखने पर अधिक ध्यान नहीं दे पाते ।					
12. यहां अध्यापकों का स्कूल के प्रति गहरा लगाव है ।					
13. यहां प्रधानाचार्य अध्यापक से किसी भी विषय में सलाह नहीं लेते ।					
14. यहां अध्यापक स्वयं बहुत परिश्रम करके विद्यार्थियों के समक्ष आदर्श प्रस्तुत करते हैं ।					
15. यहां अध्यापकों को पर्याप्त स्वतन्त्रता प्राप्त है ।					
16. यहां के अध्यापक पढ़ने लिखने में अधिक व्यस्त रहते हैं ।					
17. यहां विद्यार्थी अध्यापकों का आदर करते हैं ।					
18. यहां पुस्तकालय में अध्यापकों के मतलब की पुस्तकें नहीं हैं ।					
19. यहां अध्यापकों के गुट एक दूसरे का विरोध करते हैं ।					
20. यहां प्रधानाचार्य कक्षा शिक्षण का पर्याप्त निरीक्षण नहीं कर पाते ।					
21. यहां अध्यापक अपना कार्य बड़े उत्साह, आशा व लगन के साथ करते हैं ।					
22. यहां प्रधानाचार्य की आज्ञा का कोई भी उल्लंघन नहीं कर सकता ।					

कथन	बिल्कुल सही	लगभग सही	कम सही	बहुत कम सही	बिल्कुल गलत
23. यहां अध्यापक छात्रों की कमियों की सही आलोचना करके उनमें सुधार लाने का भरसक प्रयत्न करते हैं ।					
24. यहां प्रत्येक विषय संबंधी राय से लिया जाता है					
25. यहां प्रधानाचार्य एवं अध्यापक शैक्षिक कार्यक्रमों में अधिक भाग लेते रहते हैं ।					
26. यहां अध्यापकों का विद्यार्थियों पर अच्छा नियन्त्रण रहता है ।					
27. यहां विद्यार्थियों के बैठने के लिये कुर्सी मेजों की कमी रहती है ।					
28. यहां अध्यापक, प्रधानाचार्य पर दयाव हासिल कर मजबूत लाभ उठाने का प्रयत्न करते रहते हैं ।					
29. यहां अध्यापक पढ़ाई की कक्षाएं बहुत छोड़ते हैं जिससे विद्यार्थियों में योग्यता का विकास नहीं हो पाता ।					
30. यहां अध्यापक विद्यार्थियों की पर्याप्त सहायता करते हैं ।					
31. यहां प्रधानाचार्य से बिना पूर्व आज्ञा के कोई नहीं मिल सकता ।					
32. यहां अध्यापक कक्षा में पूरी तैयारी करके पढ़ाने आते हैं ।					
33. यहां छात्रों के सुझावों पर पर्याप्त ध्यान दिया जाता है ।					
34. यहां छात्रों को पढ़ने लिखने में हर प्रकार की सहायता दी जाती है ।					
35. यहां अध्यापकों में आपस में कभी झगड़े नहीं होते हैं ।					
36. यहां अध्यापक कक्षा की भी कमी है ।					
37. यहां कुछ अध्यापक उन अध्यापकों को तंग करते रहते हैं जो परिश्रमी हैं तथा अच्छा पढ़ाते हैं ।					
38. यहां अध्यापक योग्य न होने के कारण विद्यार्थियों का अच्छा मार्गदर्शन नहीं कर पाते ।					
39. यहां के सब विद्यार्थी बहुत संयुक्त हैं ।					
40. यहां प्रधानाचार्य तथा अध्यापकों से छात्र बहुत डरते हैं ।					
41. यहां अध्यापक, छात्रों का मनोबल बढ़ाने तथा उन्हें सीखने के प्रति प्रेरित करने हेतु हर प्रयत्न करते रहते हैं ।					
42. यहां छात्रों की कक्षा में प्रश्न पूछने की पूरी स्वतन्त्रता दी जाती है ।					
43. यहां प्रायः बाहर से शिक्षा शास्त्री भाषण देने आते रहते हैं ।					

कथन	बिल्कुल सही	लगभग सही	कम सही	बहुत कम सही	बिल्कुल गलत
44. यहां अध्यापक स्वयं अनुशासन का पालन करते हैं ।					
45. यहां अध्यापकों को किसी भी प्रकार की शिक्षण सामग्री उपलब्ध नहीं होती ।					
46. यहां कुछ अध्यापक विद्यार्थियों को भडकाते रहते हैं ।					
47. यहां अध्यापक अनुभवी न होने के कारण छात्रों पर प्रभाव नहीं डाल पाते ।					
48. यहां के अध्यापक परिभ्रम हैं ।					
49. यहां प्रधानाचार्य और अध्यापक बंदोबस्त अनुशासनवादी हैं ।					
50. यहां अध्यापक छात्रों को प्रत्येक सुविधा की ओर ध्यान देते हैं ।					
51. यहां प्रधानाचार्य अन्य अध्यापकों के साथ मित्रता का व्यवहार करते हैं ।					
52. यहां छात्रों को तरह तरह के शैक्षिक कार्यों में भाग लेने के लिये प्रेरित किया जाता है ।					
53. यहां सब कार्य व्यवस्थित ढंग से चलता है ।					
54. यहां अध्यापकों के पढ़ने के लिये अच्छी पुस्तकें उपलब्ध नहीं होती ।					
55. यहां अध्यापक विद्यार्थियों के साथ पक्षपात करते हैं ।					
56. यहां अध्यापकों में ऐसा हृदय नहीं है कि विद्यार्थी कुछ सीखें ।					
57. यहां का वातावरण बहुत अच्छा है ।					
58. यहां विद्यार्थियों को वैिरी प्रकार की स्वतन्त्रता नहीं है ।					
59. यहां विद्यार्थी खूब मेहनत से पढ़ते हैं ।					
60. यहां अध्यापक प्रधानाचार्य के साथ बैठकर अपनी कठिनाईयों के विषय में निःसंकोच बातचीत कर सकते हैं ।					
61. यहां योग्य विद्यार्थियों को हर सुविधा दी जाती है					
62. यहां विद्यार्थी हड़ताल, धरना, धरना आदि में भाग नहीं लेते ।					
63. यहां विद्यार्थियों को खेलकूद की सुविधायें उपलब्ध नहीं होती ।					
64. यहां अध्यापक एवं प्रधानाचार्य के बीच गहरी खाई प्रतीत होती है ।					
65. यहां प्रबन्धकारिणी के सदस्यों का हस्तक्षेप होने के कारण अध्यापक अपना कार्य ठीक से नहीं कर पाते ।					
66. यहां का परीक्षाफल बहुत अच्छा रहता है ।					

कथन	बिल्कुल सही	लगभग सही	कम सही	बहुत कम सही	बिल्कुल गलत
67. यहां अध्यापक कक्षा में विद्यार्थियों के प्रश्न पूछने को प्रोत्साहन नहीं देते ।					
68. यहां विद्यार्थी एवं अध्यापक सभी बहुत काम करते हैं ।					
69. यहां विद्यार्थियों को अध्यापकों के समक्ष अपनी गठिनाइयां रखने में कोई संकोच नहीं होता ।					
70. यहां योग्यता के आधार पर ही विद्यार्थियों को सुविधायें दी जाती हैं ।					
71. यहां कोई एक दूसरे की बुराई नहीं करता ।					
72. यहां अध्यापक छात्रों के कार्य का पूरा पूरा निरीक्षण नहीं कर पाते ।					
73. यहां प्रधानाचार्य अध्यापकों के साथ अच्छा व्यवहार नहीं करते ।					
74. यहां अध्यापकों को ठीक समय परवेतन न मिलने के कारण वे अपने कर्तव्यों के प्रति उदासीन रहते हैं ।					
75. यहां सभी अध्यापक योग्य हैं ।					
76. यहां विद्यार्थी अध्यापकों की आलोचना करने से डरते हैं ।					
77. यहां छात्रों को योग्य बनाने पर बहुत बल दिया जाता है ।					
78. यहां सब एक दूसरे की समस्याओं को समझने का प्रयत्न करते हैं ।					
79. यहां अध्यापक छात्रों को अधिक से अधिक पुस्तकें पढ़ने की प्रेरणा देते हैं ।					
80. यहां विद्यार्थी कक्षार्थ छोड़ने का साहस नहीं कर पाते ।					
81. यहां विद्यार्थियों के लिये खेलने आदि की भी व्यवस्था नहीं है ।					
82. यहां अध्यापक एक दूसरे की बुराई करते हैं ।					
83. यहां अध्यापकों को पुस्तकें एवं अन्य सुविधायें न मिलने के कारण उनकी पढ़ने लिखने में रुचि नहीं रही है ।					
84. यहां पढ़ाई अच्छी होती है ।					
85. यहां अध्यापकों के डर से विद्यार्थी मन ही मन कुदते रहते हैं ।					
86. यहां छात्रों में अच्छे अंक लाने की होड़ लगी रहती है ।					
87. यहां का वातावरण बहुत खुला है ।					
88. यहां अध्यापक एवं विद्यार्थी अधिकतर पढ़ने लिखने की ही बातें करते हैं ।					
89. यहां विद्यार्थी अध्यापकों का बहुत आदर करते हैं ।					
90. यहां विद्यार्थियों को व्यक्तिगत परामर्श के लिये अध्यापक उपलब्ध नहीं होते ।					

रदाता.....

ालय का नाम.....

अध्यापक-शैक्षिक-विमुखाता-मापनी
(TEACHERS' ACADEMIC ALIENATION SCALE)

द्वारा

डा० अक्षिता भटनगर

रीडर (शिक्षा विभाग)

कुमाऊँ विश्वविद्यालय,

अल्मोडा (उ०प०)

1111

नीचे बहुत से कथन दिये गये हैं जिनका सम्बन्ध आपके विचारों एवं भावनाओं से है। आप प्रत्येक कथन को ध्यानपूर्वक पढ़ें तथा सोचें कि यह आपके विषय में कहाँ तक सही है। आपको अपना उत्तर कथन के आगे दिये गए खाने में सही () का अंक लगाकर देना है। प्रत्येक खाने के ऊपर अंक लिखे हैं जिनका अर्थ निम्न प्रकार है

- अंक (1) बिल्कुल गलत
अंक (2) गलत
अंक (3) न सही, न गलत
अंक (4) प्रायः सही
अंक (5) बहुत अधिक सही

कथन	1	2	3	4	5
विद्यार्थियों को पढ़ाने में मेरा मन नहीं लगता।					
विद्यार्थियों को पढ़ाने के लिये परिश्रम करना व्यर्थ है।					
मे जो कुछ भी करता/करती हूँ उसमें मेरी सलाह नहीं ली जाती।					
मुझे अन्य अध्यापकों के साथ उठना, बैठना अच्छा नहीं लगता।					
अध्यापक के कर्तव्यों की बात करना बिल्कुल व्यर्थ है।					
प्रधानाचार्य के हर आदेश का पालन करना मुझे अच्छा नहीं लगता।					
मे घर आकर विद्यालय के विषय में कभी कुछ नहीं सोचता/सोचती।					
मे अपने व्यवसाय से सम्बन्धित उपलब्धि के विषय में सोचता/सोचती ही नहीं।					
परिश्रम से पढ़ाने पर भी विद्यार्थी उस अध्यापक का सम्मान नहीं करते।					
अध्यापन हेतु तैयारी करने को मैं व्यर्थ समझता/समझती हूँ।					
विद्यालय में कुछ भी होता रहे मैं उसकी ओर कभी भी ध्यान नहीं देता/देती।					
विद्यालय की उन्नति के विषय में चिन्ता करना व्यर्थ है।					
अध्यापक अत्यन्त निस्सहाय व्यक्ति है।					
विद्यालय के लिये जान देना केवल मूर्खता है।					

क्र०सं०	कथन	1	2	3	4	5
15	पढ़ने के अतिरिक्त विद्यालय के अन्य किसी भी कार्य को करने को मेरा मन नहीं करता ।					
16	अध्यापन कार्य बिल्कुल बेकार है ।					
17	विद्यालय में हमें कोई भी नहीं पूछता ।					
18	प्रधानाचार्य की विद्यालय सम्बन्धी मान्यताओं को मैं स्वीकार नहीं करता/करती ।					
19	विद्यालय की समस्याओं से मैं अपने को दूर ही रखता/रखती हूँ ।					
20	विद्यालयों में व्याप्त अनुशासनहीनता के बीच शिक्षा दीक्षा का कोई महत्व नहीं है ।					
21	समय पर कालिज पहुँचने को मैं महत्व नहीं देता/देती ।					
22	अध्यापन कार्य से मुझे बहुत विरहित हो गई है ।					
23	विद्यालय के प्रत्येक कार्य को करते समय लगता है कि उसमें किसी को कोई लाभ नहीं ।					
24	विद्यालय में कोई भी अच्छा परिवर्तन लाना असम्भव है ।					
25	विद्यालय में अध्यापकों का बड़ा दुर्दशा है ।					
26	जो कुछ प्रबन्धक एवं प्रधानाचार्य कहते हैं वही अध्यापक को करना पड़ता है ।					
27	शिक्षा से अनुशासन विकसित नहीं होता ।					
28	अनावश्यक रूप से मैं अपने को विद्यालय के कार्यों में नहीं फँसाता/फँसती ।					
29	विद्यालय में जो कुछ भी होता है सब व्यर्थ है ।					
30	मुझे नहीं-महसूस होता कि मेरा व्यवसाय महत्वपूर्ण है ।					
31	शिक्षा के कारण ही समाज में अपराध एवं अराजकता बढ़ी जा रही है ।					
32	अध्यापन व्यवसाय आजकल बहुत खराब हो गया है ।					
33	मैं विद्यालय में सबसे अलग रहने का प्रयत्न करता/करती हूँ ।					
34	आज का अध्यापक परिस्थितियों के कारण टूट गया है ।					
35	विद्यालय में मुझे बहुत अव्यवस्थापन लगता है ।					
36	समाज में विद्यालय ही या न हो इससे कोई अन्तर नहीं पड़ता ।					
37	विद्यालय के सम्पूर्ण प्रशासन में अध्यापक का कहीं कोई स्थान नहीं है ।					
38	विद्यालय की परिस्थितियों में कोई भी सुधार लाना मेरे लिये सम्भव नहीं है ।					
39	विद्यालय राजनीति के गड़ बन गये हैं ।					
40	इस व्यवसाय में उन्नति की आशा करना व्यर्थ है ।					

Test of College Teacher's Morale (TCTM)

(विद्यालय शिक्षक मनोबल परीक्षा)

बोध कर्ता :

एम० पी० कौशिक

प्रवक्ता : आर० एम० इण्टर कॉलेज,
मुगसनावर ।

बोध निर्देशक :

डा० योगेश कुमार गुप्ता

प्रवक्ता : शिक्षा विभाग, हिन्दू कॉलेज,
मुगसनावर ।

निर्देश

सहोदय/सहोदया,

इस प्रश्न में कई कथन दिये गये हैं, जो आपके विद्यालय में सम्बन्धित आपकी प्रतिक्रियाओं का मापन करते हैं। आपको इन कथनों को ध्यानपूर्वक पढ़ कर यह निर्णय लेना है कि अमुक कथन में आप कहीं तक सहमत हैं। प्रत्येक कथन का उत्तर आगे दिये गये खाने में सही (✓) का निशान लगाकर देना है। प्रत्येक खाने के ऊपर अंक लिखे हैं, जिनका अर्थ निम्न प्रकार है—

- अंक (१) पूर्णतया असहमत
अंक (२) असहमत
अंक (३) न असहमत, न सहमत
अंक (४) सहमत
अंक (५) पूर्णतया सहमत

	१	२	३	४	५
१ यहाँ अधिकारियों से कोई अध्यापक असन्तुष्ट नहीं है।	()	()	()	()	()
२ यहाँ अध्यापकों की शिक्षण की समस्त सुविधायें उपलब्ध हैं।	()	()	()	()	()
३ यहाँ शिक्षण का उचित वातावरण है।	()	()	()	()	()
४ विद्यालय का कार्य सुचारु रूप से चल रहा है।	()	()	()	()	()
५ यहाँ प्रत्येक विभाग का प्रशासन सन्तोषजनक है।	()	()	()	()	()
६ मेहनत से पढ़ाकर मुझे शान्ति मिलती है।	()	()	()	()	()
७ यहाँ सभी अध्यापक परिश्रम से कार्य करते हैं।	()	()	()	()	()
८ अध्यापक अच्छे नागरिक तैयार करता है।	()	()	()	()	()
९ शिक्षण कार्य को भी पुनीत कार्य समझता/समझती हूँ।	()	()	()	()	()
१० यहाँ अध्यापकों में पर्याप्त सहयोग की भावना है।	()	()	()	()	()
११ विद्यालय आने समय-भरे मन में बड़ा उत्साह रहता है।	()	()	()	()	()
१२ शिक्षक के व्यवसाय में बहुत स्वतन्त्रता रहती है।	()	()	()	()	()
१३ मैं विद्यालय की सहायता करना अपना पवित्र समझता/समझती हूँ।	()	()	()	()	()
१४ इस व्यवसाय में अनेक विद्यार्थी समाज में काम दे, अपने सुखी होते हैं।	()	()	()	()	()
१५ अध्यापक राष्ट्र के भौतिक मानवीय विकास के लिए काम करते हैं।	()	()	()	()	()
१६ मैं किसी भी दृष्टिकोण से अध्यापक कार्य का बुरा नहीं समझता/समझती हूँ।	()	()	()	()	()
१७ मैं हर समय विद्यार्थियों के मार्गदर्शन हेतु तैयार रहता/रहती हूँ।	()	()	()	()	()
१८ मुझे अपने विद्यार्थियों से बहुत आदर मिलता है।	()	()	()	()	()
१९ एक अध्यापक को साफ सुथरा जीवन जीने की सहायता मिलती रहती है।	()	()	()	()	()
२० एक अध्यापक का अपनी जीवन सुखी होता है।	()	()	()	()	()
२१ मुझे शिक्षण व्यवसाय में सुरक्षा एवं आनन्द विद्यालय का अनुभूत होता है।	()	()	()	()	()
२२ शिक्षक के घर का सम्मान स्तर संतोषजनक है।	()	()	()	()	()
२३ शिक्षक दूरदर्शी होते हैं।	()	()	()	()	()
२४ अध्यापक विद्यार्थियों में अच्छे चरित्र का विकास करते हैं और कल्याण कर पाता है।	()	()	()	()	()
२५ मैं अपनी व्यावसायिक स्थिति में सम्पूर्ण हूँ।	()	()	()	()	()

	१	२	३	४	५
९. मैं शिक्षक बनकर बहुत प्रसन्नता अनुभव करता/करती हूँ।	()	()	()	()	()
१०. विद्यालय का कार्य करते समय मेरे अन्दर बहुत उत्साह रहता है।	()	()	()	()	()
११. अध्यापक होने से समाज मेरा सम्मान करता है।	()	()	()	()	()
१२. मुझे शिक्षण कार्य से सन्तोष मिलता है।	()	()	()	()	()
१३. मैं स्वयं को विद्यालय का एक महत्वपूर्ण अंग समझता/समझती हूँ।	()	()	()	()	()
१४. मेरे शिक्षण कार्य की छात्र प्रशंसा करी है।	()	()	()	()	()
१५. विद्यार्थी मेरा कहना मानते हैं।	()	()	()	()	()
१६. मुझे अधिकारी योग्य व कुशल समझते हैं।	()	()	()	()	()
१७. हमारे अधिकारी शिक्षकों के प्रति सदायता दिखाते हैं।	()	()	()	()	()
१८. अपने कर्मचारी के प्रति भोजन रहने का मैं हमेशा प्रयास करता/करती हूँ।	()	()	()	()	()
१९. मुझे अपने व्यवसाय से बहुत लगाव है।	()	()	()	()	()
२०. परिश्रम से पढ़ाने-लिखाने की मेरी बड़ी इच्छा रहती है।	()	()	()	()	()
२१. मैं चाहूँगा/चाहूँगी कि मेरे बच्चे भी अध्यापक बनें।	()	()	()	()	()
२२. मुझे विद्यालय में पढ़ाई-लिखाई में व्यस्त रहना अच्छा लगता है।	()	()	()	()	()
२३. शिक्षण व्यवसाय को एक बहुत बड़ी विशेषता यह है कि इसमें व्यक्ति को बराबर प्रयत्न-निष्ठा दोनों का अवसर मिलता है।	()	()	()	()	()
२४. मेरे अधिकारी मेरा उत्साहवर्धन करते हैं।	()	()	()	()	()
२५. मैं समझता/समझती हूँ कि मैं एक अच्छा/अच्छी अध्यापक हूँ।	()	()	()	()	()
२६. विद्यार्थी मेरी पढ़ाई से प्रभावित हैं।	()	()	()	()	()
२७. आचार्य विद्यापीठों में मान्यता का निष्पन्न करता है।	()	()	()	()	()
२८. शिक्षक बनकर मुझे मोरत अनुभव होता है।	()	()	()	()	()
२९. विद्यालय का मेरी कार्य का आधार बनता है।	()	()	()	()	()
३०. मुझे यह मान कर कभी परवाना नहीं होता कि मैं अपना जीवन व्यतीत कर रहा हूँ।	()	()	()	()	()
३१. मुझे शिक्षण कार्य जीवन की सच्चाई है।	()	()	()	()	()
३२. मुझे विद्यालयों के साथ व्यक्तिगत सम्बन्ध स्थापित करने में बड़ा प्रयत्न होता है।	()	()	()	()	()
३३. अध्यापक छात्रों में अच्छे गुणों का विकास कर सकता है।	()	()	()	()	()
३४. मैं विद्यार्थियों का मेहनत से पढ़ाने से अधिक बड़े गुणों का विकास समझता/समझती हूँ।	()	()	()	()	()
३५. अध्यापक देश के बच्चों का अधिक समझता है।	()	()	()	()	()
३६. अध्यापक समाज का विकास करने में सक्षम है।	()	()	()	()	()
३७. मुझे यह मानना है कि शिक्षक बन जाने से समाज में परिवर्तन आ जाता है।	()	()	()	()	()
३८. विद्यार्थी मेरी बातों का अवलम्बन नहीं करते हैं।	()	()	()	()	()
३९. शिक्षण व्यवसाय में यदि व्यक्ति चाहे तो ईमानदारी का जीवन जी सकता है।	()	()	()	()	()
४०. शिक्षक अपने बच्चों की शिक्षा की ज़रूरत भी अच्छी तरह जानता है।	()	()	()	()	()
४१. मुझे विद्यालय के अवसरों पर पूर्णतः कार्य में लगाव रहता है।	()	()	()	()	()
४२. मेरा जो परिश्रम करता हूँ उसे मैं ही अपना कर लेता हूँ।	()	()	()	()	()
४३. मुझे जीवन की सच्चाई, विद्यालयों के द्वारा ही जाना जाता है।	()	()	()	()	()

Leadership Style Questionnaire

निर्माता - साधना अवस्थी

शोधकर्ती :

साधना अवस्थी

लाजपत नगर

कोंच

शोध निर्देशक :

डा० डी० आर० सिंह पाल

रीडर, शिक्षा विभाग

प० ज० लाल नेहरू कालेज

बोंदा

प्राचार्य का नाम : _____

विद्यालय का नाम : _____

इस मापनी में शिक्षा के प्रशासन से सम्बन्धित कुछ परिस्थितियों दी गई है । इन परिस्थितियों में विद्यालय के प्राचार्य का दृष्टिकोण क्या होना चाहिये । इन्हें जानने के लिये प्रत्येक परिस्थिति के नीचे 6 कथन दिये गये हैं । आप उन परिस्थितियों को अच्छी तरह पढ़कर उनके नीचे लिखे गये कथनों को अच्छी तरह पढ़ें एवं उनके बारे में सोचें कि प्रत्येक कथन कहाँ तक आप दृष्टिकोण का प्रतिनिधित्व करता है । उत्तर पत्र पर उस कथन संख्या के नीचे बने कोष्ठक में वह संख्या लिख दें जो यह बताती है कि आपके दृष्टिकोण का वह कितना अधिक प्रतिनिधित्व करती है । आपके मूल्यांकन का उपयोग केवल अनुसंधान के लिये ही किया जायेगा । तथा इसे पूर्ण रूप से गोपनीय रखा जायेगा । अतः ध्यानपूर्वक पढ़कर अपने दृष्टिकोण का उपयोग करें ।

बहुत अधिक (5)

अधिक (4)

न अधिक न कम (3)

कम (2)

बहुत कम (1)

परिस्थिति 1 : शिक्षा संस्था में कार्यरत, व्यक्तियों के उद्देश्यों एवं आवश्यकताओं के प्रति आपका दृष्टिकोण ।

कथन :-

- 1- विद्यालय में कार्यरत व्यक्तियों द्वारा ही विद्यालय की आवश्यकताओं एवं उद्देश्यों की पूर्ति सम्भव है ?
- 2- विद्यालय में कार्यरत व्यक्तियों की आवश्यकताओं का सामान्यता ध्यान रखा जाता है ।
- 3- विद्यालय के उद्देश्यों में कार्यरत व्यक्तियों का योगदान महत्वपूर्ण होता है ।
- 4- विद्यालय की आवश्यकता एवं उसके उद्देश्य ही सर्वोपरि है ?
- 5- विद्यालय में कार्यरत व्यक्तियों द्वारा विद्यालय के हित में त्याग किया जाता है ?
- 6- विद्यालय द्वारा कार्यरत व्यक्तियों की आवश्यकताओं एवं उनके उद्देश्यों की पूर्ति की जाती है ।

परिस्थिति -2 : प्रबन्धन के उत्तरदायित्वों के प्रति आपका दृष्टिकोण

कथन -

- 7- प्रबन्धक विद्यालय में कार्यरत व्यक्तियों को उनके कर्तव्यों के बारे में बार-बार कहते रहते हैं ?
- 8- प्रबन्धक, प्रधानाचार्य एवं विद्यालय में कार्यरत व्यक्तियों के छोटे मोटे आपसी मतभेदों को दूर करने का प्रयत्न करते हैं ?
- 9- प्रबन्धक प्रधानाचार्य से विद्यालय की गतिविधियों के बारे में विचार विमर्श करते हैं ?
- 10- प्रबन्धक विद्यालय में कार्यरत व्यक्तियों तथा विद्यालयों की व्यक्तिगत समस्याओं का भी समाधान करते हैं ।
- 11- प्रबन्धक कार्यरत व्यक्तियों को आर्थिक लाभ (हित) दिलाने का प्रयत्न करते हैं ?
- 12- प्रबन्धक द्वारा विद्यालय के प्रधानाचार्य को काम करने को पूर्णतया स्वतन्त्रता दी जाती है

परिस्थिति 3 : उपलब्धियों और उनके मूल्यांकन में आपकी भूमिका

कथन :

- 13- विद्यालय में मूल्यांकन कार्यरत व्यक्तियों एवं प्राचार्य दोनों का ही सामूहिक उत्तरदायित्व है
- 14- विद्यालय में मूल्यांकन कार्यरत अध्यापक एवं प्रधानाचार्य मिलकर कार्य करते हैं ?
- 15- विद्यालय में कार्यरत व्यक्तियों से विद्यालय में सुधारों के लिये राय ली जाती है ?
- 16- विद्यालय में कार्यरत व्यक्तियों तथा विद्यालय का मूल्यांकन प्रधानाचार्य एवं उच्च अधिकारियों द्वारा किया जाता है ।
- 17- विद्यालय में सभी निर्णय प्रबन्धक द्वारा लिये जाते हैं ?
- 18- विद्यालय में अध्यापक वर्ग एवं प्रधानाचार्य के आपसी सम्बन्ध अच्छे हैं ।

परिस्थिति - 4 : उद्देश्यों की प्राप्ति के लिये प्रभावशाली नियोजन की आवश्यकता के प्रति दृष्टिकोण

कथन :

- 19- प्रधानाचार्य द्वारा विद्यालय के उद्देश्यों तथा उसकी आवश्यकताओं की पूर्ति के लिये

- विद्यालय में कार्यरत व्यक्तियों के साथ मिलकर योजनाएँ बनायी जाती हैं
- 20- विद्यालय की आवश्यकताओं एवं उद्देश्यों की पूर्ति के लिये आपका योगदान महत्वपूर्ण है ।
- 21- विद्यालय में अध्यापकों को शिक्षण की समस्त सुविधायें उपलब्ध है ।
- 22- विद्यालय में शिक्षा का उचित वातावरण है ।
- 23- विद्यालय में कोई भी अध्यापक प्रबन्धक व प्रधानाचार्य से अरान्तुष्ट नहीं है ।
- 24- विद्यालय का कार्य सुचारु रूप से चलता है तथा इसके प्रत्येक विभाग का कार्य सन्तोषजनक है ।

परिस्थिति - 5 : उद्देश्यों की पूर्ति हेतु प्रशिक्षकों की आवश्यकता ।

कथन

- 25- विद्यालय में शिक्षण के विकास को ही प्रमुख कार्य समझा जाता है ?
- 26- विद्यालय में बदलती हुई आवश्यकताओं के अनुसार ही अध्यापकों को प्रशिक्षण दिया जाता है
- 27- विद्यालय के सभी अध्यापक बहुत ही अनुभवी एवं बुद्धिमान है ।
- 28- विद्यालय में कार्यरत व्यक्तियों को विद्यालय के उद्देश्यों तथा आवश्यकताओं की जानकारी दे दी जाती है ।
- 29- विद्यालय के अध्यापकों से आशा की जाती है कि विद्यालय के उद्देश्यों एवं आवश्यकताओं के अनुसार स्वयं में परिवर्तन करते रहे ।
- 30- विद्यालय में अध्यापकों को प्रशिक्षण की कोई आवश्यकता नहीं है क्योंकि विद्यालय में कार्यरत अध्यापकों के अनुभव ही काफी है ।

परिस्थिति 6 : योजना और नीतियों के निर्धारण में आपकी भूमिका

कथन :

- 31- प्रधानाचार्य अध्यापकों को अपनी रुचि के अनुसार कार्य करने की अनुमति देते है ।
- 32- प्रधानाचार्य अपने द्वारा किये गये कार्यों का स्पष्टीकरण करना पसन्द नहीं करते हैं ।
- 33- प्रधानाचार्य अपने दृष्टिकोण को अपने अध्यापकों के समझ स्पष्ट करते हैं ।
- 34- प्रधानाचार्य अपने हर कार्य में विद्यालय की उन्नति को महत्व देते हैं ।
- 35- प्रधानाचार्य अपने व्यवहार की आलोचना को बुरा नहीं मानते है ।
- 36- प्रधानाचार्य हर मामले में स्वयं निर्णय लेना पसन्द करते हैं ।

परिस्थिति 7 : नीतियों के क्रियान्वयन में आपकी भूमिका ।

कथन

- 37- प्रधानाचार्य नये विचारों को क्रियान्वित करने के उपयोगों को समझाते हैं ?
- 38- प्रधानाचार्य एक बार जो योजना बना लेते हैं फिर उस पर पूर्णता अमल करते हैं ।
- 39- प्रधानाचार्य अपने सहयोगी अध्यापकों के साथ मिलकर वार्षिक योजना बनाते हैं
- 40- प्रधानाचार्य द्वारा प्रत्येक व्यक्ति को उसका कार्य सौंप देने के बाद उसे पूरा करने का उत्तरदायित्व उसी व्यक्ति का होगा । उस कार्य में प्रधानाचार्य की कोई भूमिका नहीं रह जाती है ।
- 41- प्रधानाचार्य द्वारा सौंपे गये कार्य का मूल्यांकन स्वयं प्रधानाचार्य द्वारा ही किया जाता है !

42— प्रधानाचार्य अपने अध्यापकों के साथ मिलकर विद्यालय के विभागों की आवश्यकताओं का निर्णय लेते हैं ।

परिस्थिति 8 : उत्तरदायित्वों को सौंपने के सम्बन्ध में आपका दृष्टिकोण

कथन

43— विद्यालय में प्रत्येक विभाग का प्रशासन सन्तोष जनक है ।

44— विद्यालय में सभी अध्यापक परिश्रम से कार्य करते हैं ?

45— अध्यापकों को कार्य करने की पूर्णतया स्वतन्त्रता दी जाती है ।

46— सभी अध्यापक अपने कार्य में रुचि लेते हैं तथा विभाग की उन्नति के लिये प्रयत्नशील रहते हैं ।

47— विद्यालय में अध्यापक छात्रों के कार्यों का पूरा निरीक्षण करते हैं ।

48— विद्यालय में सभी कार्य व्यवस्थित ढंग से चलते हैं ।

परिस्थिति - 9 : प्रशासन में नेतृत्व के प्रति आपका दृष्टिकोण

कथन -

49— प्रबन्धक द्वारा विद्यालय में आने वाली समस्याओं का पहले से ही अनुमान लगा लिया जाता है और उसे दूर का प्रयत्न किया जाता है ।

50— प्रबन्धक द्वारा किसी समस्या पर निर्णय लेते समय सभी पक्षों का ध्यान रखा जाता है ।

51— प्रबन्धक द्वारा किसी समस्या का निर्णय लेते समय विद्यालय में कार्यरत व्यक्तियों की सलाह ली जाती है ।

52— प्रबन्धक द्वारा लिये गये निर्णयों को क्रियान्वित करने के लिये सर्तकता बरती जाती है ।

53— प्रबन्धक द्वारा विद्यालय में उचित शिक्षण की व्यवस्था कराई जाती है ।

54— विद्यालय में शिक्षण सम्बन्धी नवीन प्रयोग एवं परीक्षणों पर ध्यान दिया जाता है ।

परिस्थिति 10— कार्यरत व्यक्तियों का मूल्यांकन एवं उनके प्रति दृष्टिकोण

कथन

55— इस विद्यालय में सभी लोग साथ बैठकर सभी कार्यों का मूल्यांकन करते हैं कि वहाँ तक उनके काम से व्यक्तिगत एवं संस्थागत उद्देश्यों की पूर्ति होती है

56— प्रधानाचार्य सभी अध्यापकों को समय-समय पर यह बताते रहते हैं कि उनके शिक्षण के विषय में प्रबन्धक क्या सोच रहे हैं ?

57— विद्यालय में कार्यरत व्यक्तियों के अच्छे गुणों का सम्मान किया जाता है और उसे पुरस्कार देकर प्रोत्साहित भी किया जाता है ।

58— विद्यालय में कार्यरत व्यक्तियों से मिलकर कार्य की अच्छाई एवं कमियाँ बताकर उन्हें सुझाव दिये जाते हैं जिससे विद्यालय के उद्देश्यों की पूर्ति हो सके ।

59— विद्यालय में कार्यरत व्यक्तियों की निष्ठा की सराहना की जाती है विद्यालय का प्रत्येक व्यक्ति महत्वपूर्ण होता है ।

60— विद्यालय में गलती करने वाले व्यक्ति की गलतियों के विषय में बताकर उन्हें दूर करने का प्रयास किया जाता है ।

प्राचार्य नेतृत्व प्रश्नावली

कथन संख्या

1

7

13

19

25

31

37

43

49

55

कथन संख्या

2

8

14

20

26

32

38

44

50

55

कथन संख्या

3

9

15

21

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33

39

45

51

57

कथन संख्या

4

10

16

22

28

34

40

46

52

58

कथन संख्या

5

11

17

23

29

35

41

47

53

59

कथन संख्या

6

12

18

24

30

36

42

48

54

60

Institutional Effectiveness Scale (IES)

निर्माता - साधना अवस्थी

शोधकर्ता :

साधना अवस्थी

लाजपत नगर

कोंच

शोध निर्देशक :

डा० डी० आर० सिंह पाल

रीडर, शिक्षा विभाग

प० ज० लाल नेहरू कालेज

बाँदा

उत्तरदाता का नाम : _____

विद्यालय का नाम : _____

निर्देश

इस मापनी में कई कथन हैं जो आपके विद्यालय से सम्बन्ध रखते हैं। कृपया इन कथनों को पढ़कर आप अपना उत्तर आगे दिये कोष्ठकों में सही () का निशान लगाकर दीजिये। प्रत्येक कोष्ठक के ऊपर लिखे अंक का अर्थ निम्न प्रकार है -

अंक 5	पूर्णतया सहमत
अंक 4	सहमत
अंक 3	न असहमत, न सहमत
अंक 2	असहमत
अंक 1	पूर्णतया असहमत

		5	4	3	2	1
1-	इस संस्था के सभी शिक्षक अपने कार्यों में रुचि लेते हैं और छात्रों की उन्नति के लिये प्रयत्नशील रहते हैं					
2-	यहाँ के शिक्षक नियम से कक्षाएँ लेते हैं					
3-	इस संस्था के छात्रों का मनोबल ऊँचा है					
4-	यहाँ के शिक्षक धनी एवं निर्धन छात्रों में भेदभाव नहीं रखते हैं					
5-	यहाँ छात्रों की कक्षा में प्राप्त उपस्थिति रहती है।					
6-	इस संस्था का समाज में बड़ा नाम है।					
7-	यहाँ अध्यापकों एवं छात्रों के बीच सम्बन्ध बहुत मधुर है।					
8-	यहाँ शिक्षण सम्बन्धी नवीन प्रयोगों और परीक्षण पर भी ध्यान दिया जाता है।					
9-	यहाँ के शिक्षक कक्षा में छात्रों को विचार अभिव्यक्ति की स्वतन्त्रता देते हैं					
10-	यहाँ के शिक्षक सदा न्यायसंगत बात करते हैं					
11-	यहाँ छात्रों में पर्याप्त अनुशासन है।					
12-	यहाँ विद्यार्थियों के व्यक्तित्व पर भी ध्यान दिया जाता है।					
13-	यहाँ छात्रों का परीक्षा फल हमेशा अच्छा रहता है।					
14-	यहाँ के अध्यापक पूरी तैयारी करके कक्षा में पढ़ाने जाते हैं।					
15-	यहाँ के अध्यापक उच्च स्तर की पुस्तकें पढ़ाना पसन्द करते हैं।					
16-	यहाँ समस्याओं के समाधान खोजने में अधिक से अधिक शिक्षकों की सलाह ली जाती है।					
17-	यहाँ अध्यापकों को कार्य करने की पूर्ण स्वतन्त्रता दी जाती है।					
18-	यहाँ विद्यार्थियों को सजा नहीं दी जाती					
19-	यहाँ के छात्र हड़ताल धिराब व धरना आदि में भाग नहीं लेते हैं					
20-	इस संस्था में छात्रों एवं शिक्षकों के मनोरंजन पर भी ध्यान दिया जाता है।					
21-	यहाँ के शिक्षक परेशानों में एक दूसरे का सहयोग					

	देते हैं ।						
22-	यहाँ योग्य छात्रों को हर प्रकार की सुविधायें दी जाती हैं						
23-	इस संस्था में छात्रों के खेल कूद पर भी ध्यान दिया जाता है						
24-	यहाँ के शिक्षक समय पर कक्षा में आते हैं						
25-	इस संस्था का वातावरण अच्छा है ।						
26-	यहाँ के शिक्षक अपना शिक्षण कार्य प्रभावी ढंग से करते हैं ।						
27-	इस संस्था का प्रशासन ऐसा है कि आने वाली समस्याओं का अनुमान पहले से ही लगा लिया जाता है						
28-	इस संस्था में कार्य करने वाले सभी कर्मचारियों के बीच अच्छा तालमेल है						
29-	यहाँ के शिक्षक प्रगतिशील विचारधारा वाले हैं ।						
30-	यहाँ के शिक्षक पढ़ाई में कमजोर छात्रों पर ज्यादा ध्यान देते हैं ।						
31-	यहाँ छात्रों को पर्याप्त शिक्षण सामग्री उपलब्ध है						
32-	यहाँ के छात्रों की पढ़ने में रुचि है						
33-	यहाँ का वातावरण शिक्षण के दृष्टिकोण से अच्छा है						
34-	यहाँ छात्रों के सुझावों पर समुचित ध्यान दिया जाता है ।						
35-	यहाँ अध्यापक एवं प्रधानाचार्य शैक्षिक कार्यक्रमों में भाग लेते हैं						
36-	यहाँ सिफारिशों द्वारा मूल्यांकन कार्य को प्रभावित नहीं होने दिया जाता है ।						
37-	यहाँ अधिकतर अध्यापक विषय को समझाने का प्रयत्न करते हैं ।						
38-	यहाँ योग्यता के आधार पर छात्रों को पुस्तकें दी जाती हैं ।						
39-	यहाँ के शिक्षक किसी से भी उपहार स्वीकार नहीं करते हैं						
40-	यहाँ के शिक्षकों और छात्रों का प्रयत्न रहता है कि विद्यालय फूल पौधों से सजा रहे ।						

41-	यहाँ छात्रों के विज्ञान सम्बन्धी विकास हेतु बहुत से पठ्यान्तर कार्यक्रमों का समायोजन किया जाता है ।					
42-	इस संस्था में शिक्षक कार्य करके गर्व महसूस करते हैं					
43-	इस संस्था के विद्यार्थी भविष्य में व्यावसायिक क्षेत्र में भी उन्नति करते हैं					
44-	यहाँ शिक्षा पर भ्रमण भी आयोजित किये जाते हैं					
45-	यहाँ समय समय पर शिक्षकों के लिये विशेष प्रशिक्षण की भी व्यवस्था है ।					